

THE CATHOLIC EDUCATOR

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How many colors in Joseph's famous coat?

From the time we are born, color plays a vital role in our daily lives. Duplicating Nature's reds, blues, yellows and blacks and translating them into variant hues is one of the oldest of the industrial arts—dye making.

We are safe in assuming that "Joseph's coat of many colors," despite that implication, bore little resemblance to a crazy quilt. The Hebrews of Jacob's time—around 1700 B.C.—are believed to have had only three dyes: red, purple and scarlet. Yet the ancients experimented continuously with every known substance from which colors might be obtained.

Modern dye making, in which the United States leads the world, had its inception in 1856. In that year William Perkin, a London chemistry student, seeking a substitute for quinine, on which the Dutch had a monopoly, accidentally dropped a silk rag into a coal tar solution. The stain could not be washed out. From this fortuitous incident was born the famous "Perkin Purple"; and later, the great coal tar industry which occupies such an important place in our economy today.

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(Continued on page 276)

EDITORIAL

MONSIGNOR PAUL E. CAMPBELL, EDITOR

DIRECTIVES FOR PARENTS

THE FAMILY CATHOLIC ACTION SECTION of Holy Childhood parish, St. Paul, Minnesota, have prepared a list of twelve principles to guide the parents of the sixth, seventh and eighth grade children. The pastor, Father John Buchanan, tells us that the group settled upon these points after long study and inquiry. The text of the principles is of interest. They are:

- 1) Insist that your boy or girl does not go to mixed parties or dances.
- 2) Boy or girl group activities in the home should be chaperoned by parents at all times.
- 3) Established curfew hours should be respected and enforced by all parents under ordinary circumstances.
- 4) Prohibit your boy or girl from dating while in grade school. Parents at all times should know the character of their children's companions.
- 5) Instruct your boy or girl that he or she should have respect for private property. This means that he or she must remain on public thoroughfares in going to and from school and refrain from throwing rocks and sticks, or cluttering yards. Your boy or girl should refrain from taking or damaging property of others.
- 6) Discourage participation of your child in high school dances or parties.
- 7) Discourage use of formals in all church or school functions.
- 8) Amount of spending money should be given careful consideration by the parents and kept to a bare minimum. Encourage the child to budget his money.
- 9) Prohibit use of makeup at all times by girls.
- 10) Inculcate in children respect for authority and their elders.
- 11) There should be definite supervision of the following elements: radio and television, movies, reading material, comic books, etc.
- 12) Parents should assert their authority over the child through counseling and disciplinary measures when necessary.

We commend these twelve points to the thoughtful consideration of parent-teacher groups everywhere. There is something lacking in parental vigilance when elementary school children are allowed to roam the streets at late hours, to attend movies indiscriminately, to demand that they be allowed to attend dances with

their older companions, to read whatever they choose, and in general to behave as if they were subject to no authority whatever.

THE ADOLESCENT GIRL

THERE IS NO QUESTION IN THE MIND OF CATHOLIC teachers and administrators about the importance of Catholic high school education for the adolescent. The high school years are critical—years of decisive formation. Here it is that the boy or the girl starts to function autonomously as a distinct individual. He or she has established a kind of emancipation that permits the teen-ager to determine his or her future formation, what he or she wishes to make of himself or herself. It may be true that we cannot exaggerate the importance of the preschool years and the years of childhood, but youth, the period of adolescence, is the decisive period in the making of a man or woman, in the making of a Catholic. Father McCorry, writing under correction, suggests that "a very high percentage of fallen-away or feeble Catholics will be found to have been without Catholic influence or education between the ages of thirteen and nineteen, though they may have had Catholic grade school training." The strong and vigorous faith of the adult Catholic will in many cases depend upon the development achieved in the high school years.

The radical nature of the development that takes place in the adolescent years is frequently astounding to those associated with teen-agers. To parents and teachers this phenomenon of rapid development may be one of the delightful surprises of human life, but it is at times disconcerting, even frightening. In the vigor of their emancipation from adult controls, ebullient youth, adolescents face up to the problems of life with rash confidence. Sometimes they are called up to make decisions that they are not qualified to make. In their rash confidence they need the guidance of that prudence which the lessons of experience have given to their elders. They must be made to understand that in human life some errors are not retrievable. Some mistakes—an ill-considered marriage, for instance—are permanent, permanent in their effects and permanent in the lifelong anguish which they involve.

Parents are established by divine law as the guides and guardians of inexperienced youth. Father and

mother may not know the latest dance step, they may even be unacquainted with the ranking of musical selections on the hit parade, but they have suffered the slings and arrows of outrageous fortune for many years and have developed a wisdom that is a safe guide to callow youth. Every parent worthy of the name gives much thought to the future careers of his children. He desires only those things that will promote their welfare, both here and hereafter. Boys and girls of high school age, still young in experience, should give ear to the mature wisdom of those who have nurtured them and are now directing their destinies. The boy of fourteen is frequently inclined to be impatient of parental restrictions, and it is true particularly of young girls that their emotional development at this period commonly far outruns their growth and intellectual power. "In the plainest terms," says Father McCorry, "a girl of sixteen or seventeen has not brains enough to control her feelings." The attitude of many fourteen-year-olds today reminds us of an old story told by Mark Twain about the fourteen-year-old who condemned his father as an old foggy, but found to his surprise when he came twenty-one that his father had learned a great deal over the seven intervening years.

The teens are a critical and difficult period. During the years of childhood the child feels quite secure and capable of dealing with new situations in his small world. He encounters reality and objectivity and has little concern with the subjective side of experience. This attitude of unconcern about himself and his problems vanishes with the onset of adolescence. "This period," writes Dr. Allers, "is essentially one of trouble and of problems. Accordingly, it is essentially a period of unrest and uncertainty. The reliability of things and of persons vanishes, not because these things and persons have become different, but because the adolescent's relation to them changes. This change of relation is due to the change in the individual himself, or rather in the consciousness he has of himself. . . . The happy unconsciousness of early childhood is lost forever. . . . Nobody can ever hope to understand the adolescent mind, and even less to influence it somewhat, unless he is fully aware of the fact that uncertainty is the very basic feature of this age. . . . Adolescence presents itself accordingly as a curious mixture of features characteristic of childhood and of others, still undeveloped, of adult mentality. But the infantile features are no longer quite the same as they were a short time before, and the adult characteristics are not as yet what they will be after a couple of years."

This clashing of fading infantile and budding adolescent characteristics is felt also in some measure by the adolescent himself, and it contributes to his uncertainty. In the resultant uncertainty the formation of the definite self is the real problem of adolescence. There is commonly a certain instability of behavior that makes the adolescent unreliable and difficult to

deal with or to understand. His uncertainty is the fertile breeding ground of the problems that plague the adolescent. The young boy fears the laughter of his fellows or of his elders; the young girl suffers from the same fear, but she dreads more violently any threat of failure or of public reproach. She does not wish to be different from other girls of the same age; she abhors competition and has an unreasoning fear of making a decision that commits her to a line of action.

There is an active discontent that makes the adolescent appear unstable and incapable of adjustment. Doubts and difficulties arise from nowhere, and interfere with the making of decisions in the simpler problems of current living. Parents suddenly find their adolescent son or daughter reticent, secretive, and impenetrable. At the same time there is a certain fickleness about their friendships, their interests, and their enthusiasms. At one time they are friendly, considerate, accessible, and then again gruff, egotistic, impossible to approach. This fickleness is but a symptom of their inner uncertainty.

In his book, *Those Terrible Teens*, Father McCorry pays high tribute to the Catholic high school girl. "They are pure, they are fundamentally docile, they are affectionate, they are generous. Few are more assiduous in prayer or more regular in the reception of the Sacraments than the young Catholic girl in a Catholic school. But, since very good people may yet possess very notable faults, Catholic young women may be expected to have faults." She lives in a pagan atmosphere fraught with danger. The press, the radio, the movies, the television, newspapers and magazines, all contribute to this pagan atmosphere. A moral code without religion is a pagan moral code. There is a constant threat of contamination.

Catholic teaching and Catholic living, Catholic ideals and Catholic idealism will give a girl the guidance and the protection she needs. They are not past the point where their wills need to be directed to the practice of virtue. Catholic teachers, who consecrate their lives to the work of forming the young, will put her in possession of the Church's weapons of defense against the virus of paganism. But this effort of Catholic teachers cannot prevail in the absence of the cooperation of Catholic parents.

The Catholic girl will never yield to the influence of the satanic maneuver that aims to destroy belief in the existence of hell. The cleverest trick of the devil, writes one of the classic French writers is to convince us that he does not exist at all. The Catholic girl has the weapons of defense that the Church affords her. She has Mary, the Mother of God, as the perfect ideal of womankind, and she must try to form her life upon this supreme model. The sacraments are instruments of great power, and she must not neglect them. Every evil habit yields to the humble practice of confession.

(Continued on page 261)

STUDENTS NEED AUDIO-VISUALS

WHAT IS THE ROLE of audio-visual materials in the twentieth century classroom? How can we educate our teachers in the proper use of audio-visual materials? How does all this tie in with our work in curriculum planning? These questions and many more will be discussed when the Catholic Audio-Visual Educators Association (CAVE) meets in Atlantic City, New Jersey, April 12-15, 1955. Sympathetic to the urgent and numerous demands of Catholic elementary and secondary school teachers for an opportunity to learn more about the educational use of modern and effective visual materials, CAVE officers, supported by their advisory board recommendations, are planning to hold their annual convention at the same time as the convention of the National Catholic Educational Association. CAVE and NCEA are integrating their programs so as to have a joint program on the same days, April 12-15, in Atlantic City.

Expect More Than Incidental Use

A need has long existed for focusing the attention of teachers on more than an incidental use of the materials in the audio-visual field. The trends in the use of media of communications during the past fifty years have changed dramatically in almost all social situations, save the schools. Teachers and parents are frequently observing the attention-getting and attention-holding influences of sound recordings, the screen, radio and television, as they affect the interest of the child. Such effective media of communicating ideas to the child outside the classroom have frequently been brushed aside by some teachers as time-consuming materials, disturbing the routine of the classroom. Amid the clamor for the attention of man's eye and ear which is the "pull" of the radio, television and motion picture, the teacher, without an interest in audio-visual materials, attempts to conduct a totally verbal revelation of the world and its environments.

Surely it is a part of effective teaching to use many communication techniques which non-educational agencies use to ensnare and hold the attention of individuals. It is opportune for the school to rescue itself from the traditional influences of administrators and teachers who consider the audio-visual materials as "frills" and "fads," while in reality they are "thrills" and "drills" for captivating the interest of pupils.

Teacher's Effectiveness Traced to Teacher's College

The effectiveness of a teacher's work is often traced

to the lessons learned in a teacher's college. The curriculum of the teacher training school needs to be examined in the light of a teacher's preparation for the effective use of audio-visual materials. Today with high pupil enrollments, and a somewhat lesser intellectual curiosity and mental discipline on the part of the pupil, new approaches must be made by teachers if the school is to meet the challenges of the second half of the twentieth century. While the older teachers may have a wealth of experience related to the early part of the century, such experience must be flexible to the extent that new techniques become part of the daily classroom experience. We learn from the past, but we also must make use of the present. With the constant demands made by state departments of education upon teacher training schools, it is recommended that the why and how of the use of audio-visual materials in the classroom be included in the curriculum. Training in the mere recognition of parts of projectors and their mechanical operation cannot be called a course of study.

Weigh Need During CAVE Convention

The officers and members of CAVE believe that the instructional methods employed by some teachers approximate too closely the traditional, verbalistic techniques of the year 1900 school and not those that exist about us in the extra-school world. In the coming national convention of CAVE discussions will center on the administrators' part in the use of audio-visual materials, and the students' need of learning *through* audio-visual materials as contrasted with learning *about* them. Supervisors will be given the opportunity to weigh the need of reconstructing their evaluative criteria for effective teaching. Classroom teachers attending the sessions of CAVE convention will hear the discussions on the proper methods of using sound and visualizations to supplement their efforts. New types of projectors, recorders, films, slides and various types of visual materials will be shown by representatives of outstanding laboratories and producers.

The integrated programs of the National Catholic Educational Association and the Catholic Audio-Visual Educators will offer the first opportunity in the history of modern Catholic education, on a wide scale, for Catholic teachers to see and hear the educational application of audio-visual materials. Indications point to an enthusiastic group of teachers looking for wider applications of new techniques to their classroom problems.

FIRST and GREATEST of DUTIES

THE WORD DUTY is old fashioned. It is seldom heard these days. Perhaps the word has passed out of fashion in the unpredictable way in which styles of dress or hair-do disappear. On the other hand, the word *duty* may have been dropped because it rasps harshly against human pride. People talk today about their work, but they seldom speak of their duty. They will say that loyalty is the mark of a good citizen; they are not likely to say that loyalty is the citizen's duty. They discuss the burdens or hardships of a situation, but not the duties involved in a situation.

No Desire to be Fashionable

Of course, the Church still talks to us of our duties, not shying away from the unfashionable word. Catholics speak of their Easter duty and of the duties of their state of life, for Catholics speak the language of the Church. The Church is never old fashioned, or new fashioned, for the Church is not fashionable at all. To be fashionable is to be dying, and the Church is immortal. The figure — or fashion — of this world passeth away. To be in the height of fashion today is to be on the brink of being unfashionable. Nothing is deadlier than last year's styles.

But we were speaking of the word *duty*. No matter what the story or fate of this word may be, there is no change, no passing away, of what the word means. For duty means obligation, and obligation belongs of necessity to responsible human life. As a child passes out of infancy to responsibility and self-direction, he is aware of things he must do and things he must avoid. That is, he is aware of a moral obligation resting upon him. He is aware of duty. Until he has this awareness of duty, he has not come to the use of reason. A grown man who acknowledges no duties is not a sane man.

Duty of Religion

Now, surely the most important duty is that of acknowledging the fact that we exist; that existence has been *given* to us as a most excellent gift. This acknowledgment involves both the duty of gratitude for a wonderful benefit, and the recognition of the purpose for which the benefit has been conferred. In short, the most important of duties is the duty of turning to God, with thankful and loving hearts, and with the will to conduct our lives in accordance with the plan

and purpose of the Creator of life. This duty is called duty of *religion*.

We may consider religion in two ways. First, in the person who has it. Then, in itself, apart from any person at all. Religion in the person (or *subject*) who has it, is called subjective religion. Subjective religion is the virtue which steadily inclines a person to discharge his duties to God. Religion in itself, considered as a thing or *object*, is objective religion. Objective religion is the sum-total and system of truths, laws, and practices which a person must possess and use in discharging or exercising his duties to God.

Truths, Laws, Practice

A person's first concern is to know *truths* about God. In the light of these truths, he will plainly see what he is expected to do with reference to God. That is, he will discern the *laws* which must regulate life. And in the work of carrying out the requirements of these laws, he will follow suitable patterns of *practice*. Thus we find justified the declaration that objective religion is a system of truths, laws, and practices by which a person performs his duties to God.

In learning truths about God, man comes to *know* God. In using what he thus knows to guide him to conform his will with God, man *loves* God. For love is essentially a submissive act of the will, and not merely a high feeling or emotion. And when a man actually carries out in his conduct (thoughts, words, deeds) his will to conform with God, he *serves* God. Therefore our little catechism — a scientific book of theology — is perfectly accurate in teaching that man is made to know, to love, and to serve God. Do you notice that this is saying that man is made to *perform the duty of religion*? That is actually the only reason for human existence. There is no other true explanation of a person's presence on earth. And that is why we have entitled this present essay on religion, "The First and Greatest of Duties."

The Futile Man

Pause a little on this thought. A man be rich or famous; he may lead armies or direct nations; he may discover or invent useful things; he may excel in the arts or the sciences; he may have the admiration and esteem of all mankind, and yet, if that man does not

possess and exercise the virtue of religion, he is a failure. Others may be right in thanking him for benefits he has conferred on them; but he confers no benefit on himself. For himself, he makes life futile and ultimately meaningless, for his life does not move towards the goal it is meant to attain. He is not doing the thing he was made to do.

How badly, then, do persons like him understand human existence and its purpose, who regard religion as a kind of side-issue in life; who think of life itself, or health, or a profession or career, or "security" (the modern whine for which our pioneering forbears would have had supreme contempt), or entertainment and a good time, as the main purposes of existence, with religion a purely incidental matter, a thing for an occasional hurried prayer and an hour in church on Sundays!

Religion is the business of life. It is what life is created for. Think of that truth the next time you hear a thoughtless person complain that some companion is "always dragging religion into things." You cannot drag religion into things; you can only ignore the religion that is essentially there. This does not mean that people must be talking of religion all the time; it does mean that people must be *living* religion all the time. It means that in no situation at all may they ignore God, or commit sin, or run the risk of committing sin; it means that they must be of fixed will to serve God in all things, no matter how important or how trivial the things are in themselves.

A Debtor Not Acknowledging His Debts

You have heard, or you will some day hear, a remark such as this, "He does not profess or practice religion, but really he is a very good man." Now, a man who does not discharge his duty of religion is a debtor who will not acknowledge or pay his debts. He is a person whose life is a scandal — that is, a bad example — to all others. How, then, can such a person be "really a very good man?" He who refuses to pay his debt to God, and who harms his neighbor by bad example, is *not* a good man. He may be pleasant and agreeable, mild, kindly, home-loving, attractive in personality; but certainly he is not good.

When Arnold Lunn heard a shallow person saying that certain acquaintances who were known to be unfaithful to their marital obligations could not be so bad, after all, for they were such "nice" people to be with, he answered that there must have been something very likable about Judas or the other Apostles would not have endured his presence among them for three long years.

The First Error, Atheism

There are two main types of error and failure in the matter of this duty — this wholly essential and indispensable duty — of religion. The first error is called *atheism*, and this means a disbelief in the existence of

God. While it is true that people can live as though there were no God, they cannot actually think that there is no God. The so-called atheists — they are very few — are always making substitutes for God; they are always setting up false gods. For these people live in a world that has to be explained; they are part of this world, and have to be explained themselves. If you deny God, you have to find some other explanation of creation.

The great philosopher and theologian, Karl Adam, says that the human mind cannot envision nothingness; it *must* have something positive to account for things. Therefore the so-called atheists are forever explaining things by *nature*, or *force*, or *energy*, or they misconceive circumstances and processes for substantial realities and talk of *progress* and *evolution* and *development*; that is, they invent new and inadequate names for God. It is a solid truth that no normal human being can come to the full use of his knowing-powers without being aware of the existence of God. This awareness may be vague, and the person in question may think 'no further about it; he may live as a *practical* atheist. The point is, however, that knowledge of God's existence cannot be wholly excluded from the human mind.

Agnosticism

The second type of error in the matter of religion is that of *agnosticism* which holds that God exists but that man cannot know much about Him. Yet, man's mind is, of its very nature, curious; it seeks to know things and their explanations. And the studious mind of man can know that God exists, and by thought and study can know a great deal about God, even without divine revelation which is needed for the full grasp and exercise of religion. Agnosticism is merely a lame excuse for laziness in studying out truths about God. And it is impertinent for a person who can justly say, "I do not know, because I have refused to learn," to tell other people that they *cannot* know. That is just what the agnostic does.

Indifferentism, Extension of Agnosticism

There is an extension of agnosticism that we must notice here. This is called *indifferentism* in religion. It has all the laziness of mind and will that marks agnosticism pure and simple. For indifferentism tells people not to bother about definite doctrines (that is truths, studied out or revealed by God), but just to worship God, or "accept Christ," or seek (by some queer feeling) to "experience Christ." It tells people that religion is good indeed, and even necessary, but that any form of religion will do, especially that of any sect of people who call themselves Christians.

Manifestly, if a man is required to learn truths about God, these must really be *truths*. It simply will not do to say that you can believe anything you like about

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Blueprints for TEACHING LITERATURE

ONE PHASE of this article resulted from a questionnaire given to nearly 250 students at Little Flower Catholic High School. The question asked was "What is your favorite type literature lesson?" In nearly 95% of the answers the students expressed their preference for those procedures which stressed student participation. Here are two samples, characteristic of most answers received:

"I prefer a lesson to be conducted so that it touches some aspects of life itself. I prefer the kind of lesson in which the students take an active part. I have lost some of my shyness by participating in such lessons."

Another writes: "I like, and understand literature more clearly when it is analyzed in a group discussion, with all the ideas pooled and a summary given at the end. We delve into the works and the author's life more deeply and interestingly when we all work together and several girls give their reactions and interpretations."

Teachers Also Answered Questionnaire

The next step was to ask our Sisters a question and, with the usual 100% cooperation so characteristic of our school's activities, the response was encouraging. That question was, "Which type literature lesson gets the best responses from your classes?"

We thought it might be helpful and interesting to have the students themselves tell from actual experience the kind of literature lesson which appeals to them. I shall now turn the student panel over to the chairman, Miss Kathleen Loughran, senior at L. F. H. S.

The New Look in Literature*

THIS YEAR brought out the New Look even in the classroom. No longer do we fear that supplementary book quiz on *The Yearling*. Instead, we look forward to projects done by volunteers. Several girls are given key topics, such as "Marjorie Rawlings," the author; "Other Works of the Author"; and "Student Impressions of *The Yearling*," which will arouse interest in the novel itself. All the papers are explained, not read to the class. This dispels the "Well, here it is; I looked it up; you do the rest" attitude, and leads to class discussions. Another way to arouse discussion is the thought question. A thought question starts the brain working and only turns it off when it has given all its information. (Even some we did not know was there.)

I think Dr. I. Q. would like to borrow some of the thought questions we've had on other novels, such as *The Virginian* and *Kenilworth*.

We Borrow the Radio Quiz Program

Dr. I. Q. reminds me of another New Look in our English class. Since radio in general has gone modern and has adopted the schoolroom method, we now borrow the Radio Quiz Program. For homework the class prepares short-answer questions on tonight's author, Robert Louis Stevenson. The material is gained from guide sheets, tests, and other outside reading. The next day we choose ten or more students by lot who will become our Quiz Kids. They are seated in a semi-circle in front of the class to lend a slightly informal atmosphere, which brings forth class contributions. The one formal requirement is that all answers must be given in complete sentences. Incomplete statements are counted as false. If the panel does not know the answer, the questioner answers her own question without reference to her notes. This method insures the questioner's knowing the material as well as knowing where to find it.

Volunteer Creative Writing

When the Quiz Kids are finished, we turn to another phase of literature. We now peek into the English class next door to see Sister's girls combine creative writing with literature. The class has finished the introductory passage to "Lancelot and Elaine," and from the reading the students suggest specific incidents which could, as Tennyson says, "be associated with each scratch and dent that she discovered upon the shield." At this time a volunteer creative writing assignment suggests itself. The writings are to have the depth of feelings that Elaine had for Lancelot. One of the girls, Dolores Hampel, wrote that the shield's story was the story of many jousts fought among the cheering crowds and rewarded by jewels. Dolores puts a truly girlish touch in her last lines as Elaine says, replacing the shield, "And so, most gallant knight, you must return. I'll have you always in my heart and mind, always praying, waiting, and hoping that some day, somehow, I will be yours and be the one to share with you the joy and glory of your conquests." Dolores's project was given as a monologue which carried us back to the days of Lancelot.

*Senior paper, by Mary Denk.

Via Research Papers

We returned to our class with the feeling of drama in us. To our delight Sister had planned the beginning of our Macbeth unit for today. But, no, we could not just take a book and start. What did we know about the author or the people of his time? We know that we have a store of knowledge from our freshman, sophomore and junior years, but we now supplement this knowledge by a trip to Elizabethan England via research papers. Stratford-on-Avon is no longer only a place on the map, or Will Shakespeare a distant human being who wrote plays. Even the actors and the theater itself become real. We can almost feel the silks and velvets of the costumes and peek back stage as the cast readies itself. Now, we are in the mood and we start to read the play. Much of the reading is done in school and on these days, as the plot unfolds, we discuss character development. On the other days, we discuss answers to comprehensive questions which we thought out at home. Sometimes to our joy we discover that our thoughts coincide with those of student critics, but sometimes we get off the train at the wrong station and must be placed on again under Sister's watchful eye.

Widened Interest in the Theater

While we speak of and read his works, can we forget those people who have made Shakespeare a favorite or who have been made great themselves by the author's work? We now become acquainted with men like Edmund Keane, Laurence Olivier, and Maurice Evans; and women like Ellen Terry, Judith Anderson, and that great woman director, Margaret Webster. We have a widening interest in the theater itself and in Shakespeare's part in radio and movies. Proof of this interest was given this year when in a recent magazine an article with fine pictures was published about the coming movie, "Hamlet." When the book came out the senior English teachers were deluged with copies of this article. While we speak of modern atmosphere and Shakespeare, we must mention the excellent Macbeth records we at Little Flower have. Just think of it! Records in class! That is really a New Look for Shakespeare.

"Poetry is Fun"***

ARE you a fussy individual, satisfied only with the finest in everything? You are? Good! For our radio program was made especially to satisfy you. What program? You mean you don't know? Well, come with me to room 215 where the answer to your question will be revealed. Now open the door and see what you find. Yes, a program is in process, entitled "Poetry is Fun." There we have an announcer and—look—as a special treat, three very famous columnists are present, ready to express their views on the subject.

Now I will try to tell you just what happens when our English class becomes the scene of a radio broadcast. Charlie McCarthy would certainly come in handy at this point, for a ventriloquist would be no small asset for this task. Well, drop all your prejudices now, sit back, and relax. Get into the mood to be convinced that "Poetry Is Fun."

Sample of Original "Broadcast"

Were you listening to the original broadcast, you would hear the announcer say:

"Welcome to 'Poetry Is Fun,' the broadcast sponsored by Braino, that atomic food of the atomic age! But let me tell you about our product. Braino is worthy of the highest praise; for it not only changes you from a dull, listless person into an interesting, charming one, but you will find that within one week's time, you will actually begin to lose weight. Imagine all this from just one product! So be wise, get Braino without delay, today!"

Our first noted guest, Miss Anne Flynn, would then tell you why poetry is fun by saying, "Just what is your interpretation of the word 'fun'? To you does it mean a delightful experience, a feeling of happiness, or just plain 'having a good time'? It's really not important, for no matter what your conception of fun is, it will be found in poetry. There are poems to suit the tastes of every individual."

Ah! Here comes our second guest, Miss Nora Rowley, to show you just why she thinks that poetry is fun to write!

Me? Write Poetry?

"Write poetry? Me? Never! I'm sure that's what you're thinking, but actually you're all wrong; for writing poetry is really quite simple. Suppose you have an assignment to write an eight-line poem. Why fret and fume? Just calm yourself, then sit down at your desk and wait. Maybe you will have to wait an hour or so, but then—it comes. It strikes as suddenly as lightning, but there it is—the great inspiration. You've decided that Longfellow's immortal *Courtship of Miles Standish* needs revision. Surprisingly, the words seem to flow naturally as you begin:

Miles sent a friend of his
To woo and win a dame;
She was called Priscilla,
John Alden was his name.

"Can this be you—you who thought it impossible to write poetry? If only the inspiration will last! And it does, for you conclude in a truly Shakespearean manner:

Faint heart ne'er won fair-lady,
So why so pale and wan
It isn't Miles whom I love
Speak for yourself, John.

***Junior paper, by Joan A. Rice.

"There it is, your first poem—a work of art. Here is just a word of advice. Don't be discouraged if your masterpiece is returned to you hardly recognizable beneath the red pencil corrections. It may carry a note something like this: 'Why don't you write something which you know more about, perhaps life in ancient Babylonia?' But why give up? After all, wasn't it 'fun'?"

The last speaker, a noted author, Miss Anne Murray turns our thoughts to nature:

"Now that spring is here, who can listen to the sweet song of the birds or behold the beauty of the blossoming flowers without turning his thoughts to the One who is responsible for this incomparable splendor? In admiring nature, our hearts sing with poetry, poetry which is prayer. And in what sweeter way can we show our gratitude to the Perfect Designer than by praising His designs?"

As a final word, the announcer signs off with this message:

"I sincerely hope, my dear listeners, that you are convinced that 'Poetry Is Fun.' If, however, you are not, send us one dollar for our book entitled *How To Look at Poetry With an Unprejudiced Eye*. I feel that this will not be necessary, for surely our listeners realize by now that the 'best things of life are free.'"

A "Favorites" Period

That is what happens in 215, but let me tell you what takes place in another English class. About every ten weeks there is a "Favorites" period. Sister plays up this period as a treat, with the purpose of developing original taste in the girls. Using their odd moments, the girls collect a personal favorite list from the anthologies which are always kept in the desks. On the day appointed Sister will read at their suggestion whatever they wish, provided they can give a reason for liking it. Oddly enough, the selections are always poetry, and as a rule are very lovely as to sound or sentiment.

Selections vary, including those of a religious, gay, or humorous nature. Two examples are Kilmer's "To Two Little Sisters of the Poor" and Leonard Feeney's "Jeremy." Occasionally a "brain trust" (in her imagination) will say she just loves "Paradise Lost!" But then every man to his taste. Sister wants this period to be sheer enjoyment so that students may come to love that which is beautiful, lovely, and truly worth while. Wouldn't you like to be present at one of these periods?

Authors Come to Life***

OUR GENERATION willingly does anything that proves to be enjoyable, and certainly we are delighted to take an active part in helping to plan classwork when it is done in such an interesting manner.

This is the arrangement for our lesson entitled "Au-

thors Come to Life." Two weeks before the date of the program the girls offer to gather information regarding the lives of the American fiction writers: Irving, Poe, Cooper, Hawthorne, Mark Twain, and O. Henry. While some prepare the biographies of these authors, others read one of their short stories and prepare to tell it to the class.

With Music in the Background

Let us pretend we are looking into room 109 when group 2 is having a literature lesson. Everyone is alert and interested in the big event, "Authors Come to Life." Selections from "Blossom Time" are being played in the background, and we see the members of the panel seated in a semi-circle in the front of the room, with the chairman occupying the middle chair. The chairman stands, greets the girls, then gives an introductory speech:

"Are you illiterate? Do friends avoid you because of poor English? A few famous men have made it possible for you to improve. Reading good literature is the remedy for many usage and diction faults, and has been effective for over one hundred years."

Our chairman continues by introducing the first speaker, Caryl Fritsch, who gives a summary of the life of Irving. Patricia O'Connor tells one of Irving's short stories, "The Spectre Bridegroom." Jeanne Whyte gives a thumbnail sketch of Poe's life; and as a sequel to it, Mary Bee tells the story of "The Pit and the Pendulum." The rest of the speakers follow in like manner, with talks on Mark Twain that famous lover of the Mississippi; Cooper, who has painted for us American Indian life; and Hawthorne, whose *House of the Seven Gables* charms all who read it. This continues until all the writers and their works have been discussed. The glow in the faces of the girls proves that they have enjoyed our program and that it will be remembered as one of the outstanding literature lessons in which authors really do come to life.

"Who am I?" Quizzes

Come with me now to room 108, where, when Sister has exhausted the devices of panel discussions of authors, we have quizzes by opposing teams, or "Who Am I" programs of literary character. We sometimes ape the ever popular radio novelty, the "Fifty Dollar Question," which may be known to you as the "Sixty-four Dollar Question."

The girls have prepared ten questions on the material to be reviewed. Four contestants at a time volunteer to take their places in the front of the room. Two quiz masters are employed to ask three questions of each contestant, while the scorekeeper records their success, with one point for each correct answer. The "Fifty Dollar Question" is drawn from the thought questions

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***A Freshman paper, author's name not given.

BY BROTHER CHARLES LANDIN, S.M.

Hamilton Catholic High School, 643 Dayton St., Hamilton, Ohio

Are We Secularizing

OUR SCIENCE COURSES?

THE ATTITUDES produced by the recent scientific revolution are without any spiritual content. They present a labyrinth of techniques and specialisms with no guiding spirit, no basis in common moral values, and no unifying spiritual aim. This became evident once science took on world proportions. Since these attitudes lack spiritual unity, they are not a "culture" in the strict sense of the word. They represent merely a "pseudo-culture" and as such may become an enemy of mankind. Evidence of this is the destructive use made of modern scientific discoveries.

Christopher Dawson contends that events in very recent years forecast either the end of human history or a turning point in it. Our civilization is approaching the absolute limit that can be reached by purely scientific techniques divorced from a spiritual foundation. H. G. Wells in one of his final pronouncements gave a grave, pessimistic, and we might say fatalistic, warning that the destruction that threatens modern civilization today cannot be arrested or diverted.

Holds Secularization a Temporary Crisis

Dawson, however, is optimistic that such a disintegration of culture may be averted if the available resources, which have temporarily been neglected, are properly utilized. He looks at the secularization of our present culture as a temporary crisis. The present secularistic movement is unique only in its vastness and the great forces it has set in motion. There is no reason to believe that it will not be succeeded by a return to religious principles and a spiritual integration, as has happened on similar occasions in the past.

It is difficult to measure the hold that Christianity has on the lives and minds of the peoples of the world today. Authorities as Professor Latourette assert that in the past century and a half, Christianity has seen its widest expansion and has exerted its greatest influence upon the human race. On the other hand, there are those who are of the opinion that religion lost more by the secularization of culture than it gained by its missionary and other activities. Religion, however, is still surviving although it does not seem to enjoy the strong influence it had upon culture during the Middle Ages. A secu-

larized scientific culture would be a body without a soul.

Danger of Exclusive Science-Training

In order to develop the idea that we as teachers of science might be, perhaps subconsciously, secularizing the minds of students by our science courses, it will be necessary that we bring out clearly the limitations of science in meeting the problems of life. Father Leen says:

These subjects, science and mathematics, deal with quantity and quantitative relations of material things, and can no more prepare for life by such a training than one can reduce to terms of quantity life's activities.¹

The scientist is interested in facts and phenomena and not in what is or why it is. Father Leen goes on to say:

What is more significant still, the mental power he develops and the mental habits he acquires through his devotion to scientific procedure, rather handicap than aid him in any attempt he might make to wrest the real from the swift movement of phenomena. The inferential processes of scientific procedure invigorate the faculty of reason; they do not effect robustness of intelligence. Science sharpens the power of observation; it does not impart insight. The scientific mind is acute, discursive, quick to see analogies, subtle and served by brilliant fancy rather than by powerful imagination; it is not, however, gifted with the power of penetration. It does not get to the heart of things, for it knows nothing of the heart of things. In this lies the great danger of mental training of a predominant scientific bias.²

Preoccupation with Sense Impressions

Because the scientist is so absorbed with the material and the measureable, there is danger that he will slight or regard as negligible what does not admit of sense ex-

¹Edward Leen, *What is Education?* (New York: Sheed and Ward, 1944), p. 135.

²*Ibid.*, p. 136

perience. The preoccupation with sense impression entangles us with material and makes spiritual visions difficult unless continuously integrated with faith. The lives of some scientists show that this danger is very great.

Mathematics, which receives much of its prestige from physical science, is likewise apt to hold a dominant position in the minds of some. What many of us fail to realize is that mathematics deals with the quantitative aspects of reality and not reality itself. It is not philosophy which studies being, action, or movement. The mathematician is in danger of turning life into a field of statistics, probability, and calculations. The average person fails to understand the tremendous advance of mathematics in the past 100 years. He thinks of advanced mathematics in terms of trigonometry or even calculus, and fails to realize that these subjects form but the ABC's of the theoretical mathematician. But mathematics cannot act as the sole interpreter of all life and all reality. This was the mistake made by Pythagoras in ancient times, and by Descartes at the beginning of the modern era.

Order of Values

As teachers of science and mathematics it is necessary that we treat not only the subject matter of these fields, but that we give our students an order of values so that they can see the position of mathematics and science with respect to the other branches of learning. If we adhere exclusively to our subject matter and fail to show this scale of values, our students will be inclined to look upon mathematics and science as some sort of "sacred cow"—a "New Testament" of truth and fact,

outside of which there is nothing knowable. With modern techniques of science teaching and a clever teacher, science can be made a very enjoyable and interesting subject. By its very nature science is attractive to many boys because of its element of mystery and suspense. With marvelous inventions and discoveries of the modern age, it is even more attractive. Alongside the novel and the unusual, religion, English, history are likely to appear uninteresting to some students and offer a real challenge to the teacher. The greater, then, is the responsibility of the science teacher to evaluate properly for his students the subject that he is teaching.

Diverse Ways of Christianizing Science

The ways of Christianizing science are, of course, many and diversified. Some teachers have a knack for bringing in (not dragging in) a Christian idea or thought and tying it so cleverly to the subject matter that to the students it seems a most natural consequence. Some teachers just tell the students plainly what the relationship is between science and religion, and mince no words in emphasizing the supremacy of religion and philosophy, and the educative value of literature and history. There are numerous ways of handling the situation.

With modern science moving at an amazing rate and with "sensational" science displayed upon the screen and television, perhaps an attitude is being formed in the minds of our youth that the limits of science are without limits! They may be inclined to believe that science can do anything! Here is a threatening thought for our Catholic science teacher to ponder.

First and Greatest of Duties

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God, for that is equivalent to saying that you can make up your own fictitious religion, which then will not consist of truths at all. No; if man is held to perform the duty of religion, he is held to the duty of knowing and practising the true religion. If man is to follow a system of truths, laws, and practices, in worshipping God, this must surely be the true and authentic system.

Bound to Seek True Religion

Therefore, if a person does not know with certainty that he possesses the true religion, he is morally bound to seek and find that true religion. He can do so by sustained study and inquiry; he can do so readily if he supports his quest by humble prayer for the help of God. And, once he has the true religion, he must hold it fast and practice it. He must, by his whole life and attitude, show to others the true and indispensable character of the religion he possesses. He must be able to talk about the true religion intelligently, to answer inquiries, to help others find what he has found. He

must never let himself appear as an indifferentist, shying away from all discussion of religion for mere convenience or social harmony, and naming his weakness or callousness to the fate of others' "tolerance." All these things are bound up in the paramount duty of man, the duty of *religion*, the duty of *true religion*.

All Men are Aware of God

Since man, by the very force of his nature—by the light of his thinking mind—is aware of God, the duty of religion is acknowledged by every tribe and nation in human history. And the practice of religion, true or false, is a primitive, constant, and universal fact among mankind. Plutarch rightly said, "No one ever saw a city without gods and temples." And Cicero justly declared, "Nature herself teaches us that God is to be venerated, and that no man is free from the law which exacts this duty." In our own day, an attempt has been made by certain explorers to find some clan or tribe of

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BY SISTER M. FRANCIS BORGIA, I.H.M.
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THE LOWER ABILITY PUPIL

Is Our Curriculum Meeting His Needs?

SEATED BEFORE US IN OUR CLASSROOM are the future men and women who will one day give expression to new modes of thinking, planning, building, law making, and governing. Who knows but that some are future Catholic leaders who have within them the incipient spark which will generate great and noble deeds. This germ will remain dormant unless we see beyond the narrow confines of the four walls of our classroom out into the future where we hope to meet our pupils as grown men and women. Now is the time to prepare them for that future, where we want to find them articulate Catholic laity, able to express with clearness, facility, and exactness the thoughts that arise within them. The classroom is the training ground. In our hands, therefore, to a very large extent lies the future of the Catholic Church in America, and the kind of society we shall have in the next generation.

Lacking Ability to Reach Standard

The pupils who enter our high schools normally fall into three groups—the mentally superior, the average, and those below average. It is the lower ability group about whom we are chiefly concerned in this article. Let me explain what I mean by “the lower ability student.” He is the pupil who is not able to reach the standard set for the average student. Many of these children of low ability have a desire to learn. Should they be deprived of a complete Catholic secondary education? Must they be penalized because God has not endowed them with great intelligence? It is my firm conviction that these pupils are entitled to a Catholic education that best benefits their capacities.

His Holiness, Pope Pius XI, in his encyclical on education, proposed as a motto for the Catholic bishops and people in countries of mixed religious creeds, “Catholic education in Catholic schools for all Catholic youth.”¹ From this we see that none may be excluded from our system of Catholic education. Sometimes we fail to heed the words of our Holy Father either by forcing the slow learners out of our schools with arbitrarily high standards, or more commonly by permitting them to sit neglected in our classrooms.

¹On the Christian Education of Youth, in *The Five Great Encyclicals* (New York: The Paulist Press, 1939), p. 61.

Proposing Ways of Improvement

It is not my intention to criticize existing conditions or to cast blame on anyone; I simply wish to consider what we are doing at present for the below average pupils and to propose what is most desirable in the way of improvement. Perhaps what I have to say may provoke discussion; I know we can all profit from an exchange of ideas.

The trend in America today is toward industrialization. Since this means that most of our lower ability students are going to gravitate to factory jobs, Catholic schools should face realistically the necessity for providing suitable vocational training for these pupils. We are all agreed that a number of diocesan vocational schools might solve many of our difficulties. One such school has been opened by the Sisters of Mercy at Broad and Columbia Avenue in Philadelphia. This institution offers for the boys courses in baking, carpentry, and restaurant service; and for the girls cooking, sewing, and beautician work.

Learn to be Happy in Occupation

Training along these lines in a Catholic atmosphere would give pupils a correct idea that as men and women they can be happy in occupations which supply them with a modest living instead of tormenting themselves and ruining their days by striving for economic goals beyond their abilities. This training would also teach them that each has his position in society and in God's eyes any work dedicated to Him, regardless of what it may be, and performed to the best of one's capabilities, honestly and diligently, is of more importance than the work of the greatest financier who seeks himself instead of God and his fellowmen.

It is of paramount importance to realize that even these vocational schools would not serve the needs of all students of low ability. Not every one who fails in academic subjects should be put into a vocational school—all are not gifted in these lines either. Home economic and our commercial teachers will bear me out when I say that girls have been assigned to these courses who have little or no aptitude for such work. Justice requires that a student be placed in a curriculum suited to both his ability and his needs.

Remedial Reading Programs

Many of us are familiar with the means used in the large diocesan high schools in solving the problem of dealing with the lower ability students. Here modified courses are arranged whereby the pupils are taught as much as they can absorb. Since many of these students appear in the ninth grade with decidedly low reading abilities, special systematic, well-planned classes in reading are provided to meet their needs. Remedial reading programs have done much to stimulate interest in content by raising the reading level.

In many parish high schools the superior, the average, and the slow pupils are taught in the one class. Difficulties there are to be met in these schools—a limited faculty, no opportunity for diversified courses, teachers burdened with a number of subjects, and so forth. Nevertheless, the teacher is not excused from meeting the needs of the below average group.

There is no adequate material remedy that we can offer to these teachers as a solution; but every Sister, I would say, possesses within her own heart the means of reaching the slow learning children whom God has confided to her particular care. The power lies within herself. Her attitude is a vital factor in the teaching of these students. The task is not easy; it presents a serious challenge which can be met only by a thorough understanding of each child.

Sympathetic, Understanding Teacher

A sympathetic and understanding teacher can achieve remarkable outcomes even with lower ability groups. She does not expect the same from the pupil who possesses one talent, or perhaps only a fraction of a talent, as she expects from the one who has many talents. She seeks to give under average students praise, recognition, and encouragement. She stimulates them to participate in the lesson by the type of question she asks. She lets these pupils know their application is appreciated more than their grades. She does not judge her children by their intelligent quotient only, for in the sight of God every soul is of equal value. She drives from these slow learners the fear of failure by making them realize that each has a particular place in society just as important as that of any other student. A mutual understanding and sympathy between the teacher and her pupils cannot fail to bring everlasting good.

A Generous Measure of Enthusiasm

Another qualification which I think the teacher of slow learners should possess is enthusiasm. We have all felt the contagion of this virtue and know its results. A generous measure of enthusiasm will light up the entire classroom and spur even the lower ability group to achieve results almost unbelievable. There is no learning where there is no desire. The zealous teacher will inspire her students and stimulate this desire.

Good Teachers Make Good Schools

Sympathetic, understanding, and enthusiastic teachers deserve to be numbered among those whom Pope Pius XI, describes as "good" when he says, "Perfect schools are the result not so much of good methods as of good teachers . . . who cherish a pure and holy love for the children confided to them, because they love Jesus Christ and His Church . . . and who have therefore sincerely at heart the true good of family and country."²

Remember that when the government selects its trainees for military service the lower ability students are certainly not overlooked. They often face the hardest fighting. It is at a time such as this that the kindness of the sympathetic teacher may do its greatest good. Would you not want to be the teacher whose influence might sustain a boy in difficulties and give him the courage to face unflinchingly the temptations and dangers that necessarily accompany military life?

We Have Opportunities

In a brief summary I would like to state that in spite of the many obstacles we encounter, we have opportunities in our schools for helping the students of low ability, "dealing with each according to his needs of mind and body."³ Of course, this means sacrifice, but we all know religion without sacrifice soon ceases to be religion.

There is nothing spectacular in the work which we do with these slow learners day after day in our classrooms, but let us not become discouraged, for our Holy Father, Pope Pius XII, bids us, "Have courage and confidence. No matter how great the undertaking and how arduous the goal, let the Christian educator leave nothing undone to attain it. You have sufficient human means, but above all, you are rich in supernatural assistance through the grace which you and your pupils can attain abundantly from the floodtides of the sacraments and prayer."⁴

² *Ibid.*, p. 63.

³ *Ibid.*, p. 67.

⁴ Pius XII, Address to the Union of Italian Teachers, September 4, 1949. Excerpts in *Catholic Action*, October, 1949, p. 18.

Blueprints

(Continued from page 240)

Sister has prepared, and each of the four contestants is given an opportunity to answer it. The class decides, by a show of hands, which contestant has answered this question best; and, since it counts for the last point, it usually determines the winner. The program moves along rapidly, and several contestants can be quizzed in a short time. Small prizes add zest to the game.

This exercise provides not only a review of facts, but also an opportunity for the pupil to think on her feet in answering the "Fifty Dollar Question." This gives you some idea of what goes on behind the four walls of our literature class in the freshman year.

Roget's Thesaurus has been the medium that has given shape to an evanescent idea or the impulse that lifted a tantalizing word from the tongue-tip

ROGET and HIS THESAURUS

THE GREEKS may have had a word for it but Roget likely had several and a phrase or two extra for good measure. This year we celebrate the 175th anniversary of the birth of Peter Mark Roget, the author of the "Thesaurus of English Words and Phrases," a standard tool that has helped fashion many a book or essay. The Greeks supplied a word for it, *thesaurus* or treasure house. Succeeding generations have added to the store it contains to make a modern edition more than twice the number of pages found in the original. Hendrik Van Loon vexed the editors with his suggested additions that they ended up by dedicating the new edition to him.

Few writers would care to admit it but Roget's Thesaurus has been the medium that has given shape to their evanescent ideas or the impulse that lifted the tantalizing word from the tip of the tongue and gave it permanence. The people of his day who revered him for his unselfish service as a doctor, and for his varied intellectual interests, would deem it inconsistent that posterity should think of Roget as the author of a helpful "word-list," an incidental and minor phase of his full and varied life.

Seventy Before Issuing Work

He was seventy before he found sufficient leisure to give the thesaurus the concentrated thought that in his eyes made it worthy of publication. Even then he regarded the task as incomplete and in the Preface begged forgiveness for its shortcomings. Until the time of his death at ninety-one he made further corrections and additions but not until 1879 were these incorporated in a new edition by his son, John Lewis Roget. It is just a little more than a century ago that the work was first published in London by Longman, Brown, Green and Longmans. A second edition was issued in 1853, an American edition appearing at the same time. Needless to say it was an immediate success. Seventy-eight printings had appeared by the time of Roget's death; and millions of copies have been printed since, some embodying a new presentation and format, even a pocket edition that could serve to fill in the odd moments of delay, linger and wait.

Students Need to Know Writers' Tools

All too often students are found lacking in familiarity with the materials of writing and research. A recent article relating the hardships of teaching the

pupil of today remarks that it would take a gun to drive him to a dictionary. If so it would probably take two to guide his steps firmly and gently to the shelf containing Roget. His guided and semi-supervised library periods may draw his attention to the *Thesaurus*, but he must by experience come to know it as a tool, a handy tool and time saver.

Father a Swiss Immigrant

Peter Mark Roget (1779-1869) was born at a time when the spirit of revolution was rife and when many men left their native land because of social injustice and religious persecution. His father, Jean Roget was a Swiss clergyman who migrated to London in the 1770's and joined the Huguenot colony residing in London. Here he ministered to their spiritual needs in several humble churches in the metropolis. Shortly afterwards Jean Roget married one of his parishioners, Catherine Romilly, the only sister of the renowned lawyer and member of Parliament, Sir Samuel Romilly. London was not conducive to the health of Jean Roget, so that soon after Peter Mark was born his father and mother returned to Switzerland and Peter was left in the care of his grandparents.

Before long Peter's mother realized that the change would be of little value and Samuel Romilly set out with Peter so that the child might reach his father before the day of the impending crisis. Samuel Romilly returned to England. Although a momentary digression, our religious teachers will appreciate one of his remarks concerning his short stay at the Grand Chartreuse near Grenoble. "The sight," he says, "of the same objects and the same faces and the precise order which reigns here soon destroys the novelty of the life of a recluse."

Derived Systematic Habits from His Mother

Peter's father died in Lausanne in 1783 and Samuel Romilly returned to comfort his sister and assist her in

the return to London. For the next few years they lived in Kensington Square in the house of a Mr. Chauvet of Geneva who conducted a private school which Peter attended. Peter's education was broadened by his mother's influence and to her he owed the systematic habits that characterized his future years. Even at this early age he showed a keen interest in mathematics and through his own initiative made considerable progress.

Medical Degree at Nineteen

In 1793 mother and son moved to Scotland so that Peter might begin his studies in medicine at the University of Edinburgh. In spite of a serious illness he received his medical degree at 19, but that was only the beginning of future study and research in the field of medicine. In the light of his father's illness it is of interest that one of his early studies concerned "the non-prevalence of consumption among butchers, fishermen, etc. (1789)." In the following years he served as a private tutor and as private physician to the Marquis of Lansdowne. His early interest in mathematics was beginning to bear real fruit and by 1814 he had invented a slide-rule based on his study of logarithms. This was an outstanding achievement and a turning point in his life. When a paper on his invention was read by a friend before the Royal Society it created such an impression that Roget was elected as a member of that body in 1815.

Prepared Reports and Abstracts for Royal Society

Twelve years later he was elected secretary of the Royal Society, a position which he held until he retired in 1849. As secretary he prepared the reports and abstracts of papers read before the society, an assignment that broadened his knowledge and interest in things scientific. No doubt his thesaurus was of great service, even if in an elementary stage, for as early as 1805 he had cast the form similar to that known to its users of today.

Roget was partially responsible for the founding of the Manchester Medical School and he was a founder of the London University, for which he served as examiner in physiology. He was a fellow of the Royal College of Physicians and as founder and benefactor of the Northern Dispensary he gave freely of his services without compensation for a great number of years. Other posts were numerous but to mention them would mean little to the present day reader save to emphasize his position of influence. Medicine was by no means, as already noted, the limitation of his scientific interest and he wrote on such subjects of contemporary investigation as electricity, galvanism, magnetism and optics. That such information might be more widespread he was among those responsible for the founding of the Society for the Diffusion of Useful Knowledge.

In the introduction to the first edition of his *The-*

sauros Roget tells us that the basis for the divisions of words was strongly suggested by the methods used by botanists and zoologists in their classification of plants and animals. Books current at the time offered further suggestions but it may amaze some that a 900-year-old book, Amera Cósha's "A Vocabulary of the Sanskrit Language," was one of them. An English translation of the book was made in 1808. But there were others such as Dr. Booth's "Analytical Dictionary of the English Language," published in the 1830's, Bishop Wilkins' "On the Philosophy of Language (1668)," and some of a like nature in French. After his retirement at 70, he tells us he spent three or four years of "incessant occupation" to prepare the *The-saurus* for publication.

Roget's Purpose

A photograph of the first page of the manuscript is available. It is interesting to compare it with later editions to see how much the years have added. Roget's purpose in assisting those who tread the maze of words was "not to explain the signification of words, but to simplify, to classify, and arrange them according to the sense in which they are now used." His broad plan of philosophical divisions or groupings included words relating to Abstract Ideas, Space, Matter, Intellect, Volition, and Affections. There were further subdivisions; and the words placed in two volumes are referred to in more recent editions as synonyms and antonyms although this is too broad an interpretation of the original.

There was a growing interest in synonyms in the early 19th century and between 1805 and 1852, the date of the publication of the *Thesaurus*, a number of books appeared on this subject, five of which were of some importance. These included George Crabb's "English Synonyms Classified and Explained," and Jane Whately's "A Selection of English Synonyms (1851)," whose influence was felt through future generations. Neither of these books nor the *Thesaurus* used the term "antonym." Roget referred to such as "analogous" or "correlative terms." The term first appeared in 1876 in the title of a book by the Rev. Charles J. Smith, "A Complete Collection of Synonyms and Antonyms." While Roget informed his readers that the use of the *Thesaurus* would develop their "interest in synonyms and interest in contrasting terms," he had no intention of delving deeply into the sphere of synonyms. This was far beyond his purpose and such an "investigation of the distinction to be drawn between words apparently synonymous forms a separate branch of inquiry, which I have not presumed here to enter upon."

Occupied Leisure in Retirement

As the years passed he continued to make additions and to travel. Samuel Romilly Roget, his grandson
(Continued on page 249)

BY SISTER MARY VIOLA STRUDEMAN, R.S.M.

Marquette High School, Ottawa, Illinois

THE ROLE OF TESTING

in the Guidance Program

IN RECENT YEARS much emphasis has been placed on the guidance program in our secondary schools and colleges. The process of guiding students is as old as the teaching profession; but the organized, systematic approach to youth's intellectual, physical, emotional problems has rushed into the limelight probably only within the past twenty to twenty-five years, as a result of a shift of emphasis by the executive officers of the North Central Association.

Knowledge of Complete Person

Obviously any attempt at accurate guidance would be unsuccessful without a thorough knowledge of the complete person: his abilities, his likes and dislikes, his health, personality, interests and aptitudes. Probably the most democratic way to secure most of the above desirables is by means of objective tests.

Here it may be pointed out that enough stress cannot be placed on the school's role in compiling the data needed to form a helpful cumulative folder to which all personnel may have ready access. These folders are invaluable in correlating interests with aptitudes, mental ability, and other vital factors. They contain the health records of students, teachers' grades, results of objective tests through the years, and possibly an autobiography and specimens of handwriting, along with other pertinent data.

Testing the Initial Step

In formulating a guidance service, a program of testing is probably the initial step. In the past, many schools have used mental tests almost solely as a basis for guiding students. A moment's thought will reveal how inadequate such a procedure would be. A student may have the intelligence to become a lawyer, a doctor, or an engineer but lack the necessary aptitude, health, or drive to succeed. Too much stress cannot be placed on the fact that testing is but *one* of many steps in the development of a successful guidance program.

Preliminary Steps

During the late summer or early fall, the administrators of the school meet to determine the scope of the testing program, arrange the schedule and determine

who will administer the tests. This is followed by an examiners' meeting during which the tests are carefully studied. Some points to be considered are:

What do we want to know about these students?

How do we intend to use the information obtained?

What about the time element, scoring, costs, etc.?

Are the tests reliable and valid?

Are any special materials required to give or take the test?

Most present-day tests do not require the services of an expert and with due care can be administered by any faculty member. In the examiners' meeting stress should also be laid on the necessity of adhering strictly to the directions in the manual or the tests will be invalid. To anticipate any difficulties, the staff may even take the tests which are to be given to the students. To avoid the possibility of anyone's "teaching for testing," however, the examiners' meeting should not be held too far in advance of the testing program.

Launching the Program

After the first month or six weeks of school, the testing program might well be launched with the administration of a mental test to the students of ninth and eleventh grades and to all those who have not been tested within a period of two years.

The mental test is an index of the student's learning ability. Obviously, learning is a very complex process involving many abilities, among which Thurstone lists number factor; verbal and perceptual memory; and inductive and deductive reasoning. These he terms "primary abilities." Thus one mental test includes memory, spatial relationships, logical reasoning, numerical reasoning and verbal concepts. Again, a test may combine language (reading ability) and non-language skills. Hence, in interpreting the results, an effort is made to avoid the mistake of classifying Johnny as "dull" because he is handicapped by a reading disability.

Suitable Atmosphere During Testing

Whenever possible, it is advisable to administer the tests to all the students on the same day and at the same time. Both students and parents should be in-

formed of the testing program and the day on which it will be inaugurated. Students should be motivated to do their best and the administrator has the obligation to create a good healthy atmosphere in the test room, explaining the purpose of the test and encouraging students to relax pay off dividends in the end results.

After the tests have been administered, they are scored either manually or by machine. The latter method is time-saving but does not reveal which questions were incorrectly answered, thus diminishing the test's diagnostic value. Here a caution may be inserted. It is wise not to put too much credence in the results of *one* test. Another of a different form should be given a few weeks after the first. In cases of marked differences in scores, a third—and individual—test should be given. Examiners should be alert to discover visual and auditory defects, evidence of emotional blocking, or poor motor coordination, all of which would assuredly nullify the test results. The outcome of *one* test should never be the basis for guidance.

Glean All Data

In obtaining test results, it is economical to make use of all the information it supplies. Thus raw scores are interpreted by transmuting them into equivalent ages, grade placements, percentile rank, and standard scores by means of the information supplied in the manual. In addition, some tests also provide a profile which reveals at a glance the areas of strength and weakness. An alert counsellor can make use of all this data.

The test cover containing all the information the test gives is filed in the student's individual cumulative folder. The test proper may be given to the home-room teacher for study and analysis in classroom problems. It can help to form the basis for a remedial or enrichment program in the areas tested.

Using the Results of the Test

Of what practical use is the mental test in the guidance program? First, it must be remembered that, to date, the most reliable single measure of mental maturity is the mental age or intelligence quotient, commonly designated as "M.A." and "I.Q." These indicate at once whether the learner is very bright, very dull, or a member of that large group who fall within the range of normal. In general, the achievement of a pupil varies directly with mental maturity: the higher the I.Q. the greater the achievement. So the test gives the teacher the general basis for determining expected achievement. We all know, however, that there are many exceptions to this rule, since so many other factors affect the learning process.

In putting the test skills to practical use,

(1) Draw the profile for each child to contrast his weak and strong points;

(2) Analyze the learning difficulties in the weak areas with a view to identifying the needs of each pupil;

(3) Combine these diagnostic analyses for all pupils to reach a class analysis, the results of which may be handled as group or class problems, and form a basis for sectioning;

(4) Have the pupils compile lists of their difficulties as a guide to future activities.

It must be remembered that the mental test examines primary abilities. No philosophy of education has yet succeeded in doing away with the necessity of mastering "reading, writing, and 'rithmetic." It is our duty to find out what skills our students lack and then to help them to acquire these skills.

Implications for Guidance

Guidance problems are centered in an area involving vocational choices, future educational plans, recreational activities and social-civic interests. Obviously, if a student is to participate in these activities he should know his abilities, interests, aptitudes, personal qualifications and limitations relative to these areas. Thus successful guidance requires that teachers recognize the students' characteristics and potentialities in order to guide them effectively in problems of adjustment, success in which involves the interpretation of all the data available.

The intelligence quotient is largely used to help students formulate long-range educational plans. It is the guidance officer's task to persuade students to continue their education, or, in some cases, to dissuade them from pursuing goals beyond their possibility of attainment. Often this latter is a delicate matter. About all the counsellor can do is advise those of limited ability to engage in occupations within their limited mental equipment. A frank consultation with understanding parents might help; in some cases the only result is to soften the blow when the student fails to make the grade in college. With so much emphasis these days on the necessity of higher education, we must often remind ourselves that not "everyone should go to college."

Plan Remedial and Enrichment Programs

If a student evinces marked deficiency in a skill which he will need in the field he desires to enter, a remedial program should be planned at once. An interview with the student, during which the counsellor frankly but prudently reveals the testee's strong and weak points, is then held and frequent checks on the progress of the remedial work are in order.

In the case of a gifted student who excels in all the primary abilities, the counsellor should work just as hard to create an interest in an enrichment program of reading and varied intellectual pursuits: attendance at lectures, operas, the legitimate theater; visits to museums, places of civic and cultural interest.

Unless a student belongs to the small group who are classified as "dull," he will probably be low in only one or two of the primary abilities. If his memory test scores are poor, he is probably a retarded reader, find-

ing difficulty in spelling and social subjects. These students can be grouped and given help in reading at their respective levels. Occasional memorization of a short passage might also be suggested.

Lack of ability in logical and numerical reasoning suggests deficiency in capacity unless the students' opportunities have not been so extensive as those of most people. Often, however, these students may do well in literature, the fine arts and creative work.

Vocabulary work is indicated where verbal scores are low. Deficiencies here do not necessarily indicate low mentality, since environment and skillful training play an important part.

High scores in spatial relationships suggest the possibility of success in the use of charts, maps, graphs, and global concepts, in planning layouts, designs, and general construction work. A low score may be caused by poor perception or memory, or possibly a combination of the two.

For long-range guidance, an I.Q. of 110 is desirable for success in academic collegiate work. Obviously this is not an arbitrary figure, but marked deviation from this score would make success in higher education doubtful. Students with lower I.Q.'s would probably do better in a smaller college where more individualized work and guidance are possible.

Summary and Conclusion

To attack the problem of guidance in a systematic manner, a testing program is almost a "must." No objective tests are infallible, and the results of one test should never be the criteria for counselling. Testing should be correlated with the data compiled by the school through the years.

The intelligence test measures mental power—the ability to solve problems, grasp relationships, and make inferences. The results of intelligence tests may be used in general: to help students in choosing courses and curricula; to section students; to give students a realistic picture of their own abilities; to help administration in planning curriculum construction or revision and the choice of textbooks; to aid in vocational guidance, and to condition students for future work in counselling.

Some of the pitfalls to be avoided in the testing program are: giving tests and not using the results; failing to have test results available to all teachers; not recognizing the limitations of group tests; not differentiating between power and speed tests; improper administration of tests—distractions, incorrect timing, bad atmosphere, lack of motivation; isolating test results from other criteria in using them for guidance; using test results without considering the reading abilities of students.

From the foregoing it is evident that the role of testing is a vital one in the all-over, long-range planning of a good guidance program.

(To be continued)

First and Greatest of Duties

(Continued from page 242)

savages among whom no religion at all is to be found, that is, no religious ceremonies or practices. The explorers thought they had found such a tribe, but later were compelled to acknowledge that the tribe in question was on a singularly religious character, with such deep reverence for their tribal religious ceremonies that no stranger was permitted to observe them. To quote Cicero again, "No race is so uncultured, no nation so ignorant, as to have minds unimbued with the notion of God."

Natural Religion

The truths about God (and the consequent laws and practices to be observed) that man may discover by philosophy, that is, by thinking them out, constitute what is called the natural religion. The truths which God makes known by supernatural revelation constitute the supernatural religion. The revelation of God raises the truths naturally knowable to the supernatural plane, and enlarges and enriches them by what is not naturally knowable. To those who will accept it, God gives the gift of living faith (actually infused into the soul as a virtue at the moment a person is baptized) by which a man holds the truths of the true religion with supernatural certitude, and recognizes the one Church divinely established to instruct and guide him in the effective discharge of the first and greatest of human duties.

Roget and His Thesaurus

(Continued from page 246)

who edited a later edition of the *Thesaurus* thought the family travels of sufficient interest to include them in a lengthy book. A growing deafness caused Peter Mark Roget to spend his declining years in retirement but he found great pleasure in scientific toys. Mathematical problems still intrigued him and his interest in the problems of chess claimed a great deal of his leisure hours. He died in 1869 in his ninety-first year.

In these days when leisure is a more general quantity we can only hope to inspire the pupil with the wish and the will to make better use of his valuable time. The inspirations and hopes of youth may, for one reason or other, never see their fulfilment until, as with Roget, leisure and experience may offer the opportunity in later life. But then he must be zealous, enthusiastic, earnest, and eager rather than the drone, dawdler, lounge, loafer or laggard if he would accomplish his goal.

Teacher to Teacher—In Brief

BEFORE CHRISTMAS

By Sister M. Amabilis, St. Joseph College, Asylum Avenue, West Hartford, Conn.

SISTER! SISTER! I saw Santa Claus downtown. He talked to me and gave me a present!" How familiar is that account to a primary teacher. It is the first day of the best month in the year. At least, so the first-graders consider December. And for the next few days, during their free time, the tots are busy with producing representations of Santa, reindeer, toys, bells, and Christmas trees.

The Most Enchanting of Stories

Then suddenly, there is a transformation. The jolly, red-clad saint and his entire retinue are relegated to a remote place in the children's minds. In fact, to all appearances they have been practically forgotten.

For, on one snowy morning Sister tells the most enchanting of stories. Through baby-imaginings float visions of the Child Jesus and His dear Mother, St. Joseph and the poor stable, angels and stars, wise kings and shepherds, and lastly, the ox and donkey. Moreover, Sister has hinted that a dramatization of the story might be in order. At the first intimation of the possibility of such a project, cries of, "Sister, may I be Mother Mary?" "Sister, may I be St. Joseph?" assail Sister's ears. Sister is besieged by requests for parts in the "play."

Children Choose Characters

With much ingenuity and impartial planning, she arranges it so that the children themselves choose the characters. No child is without a part. All are satisfied. From that moment the childish activities are wholly concerned with the "Little Jesus play." For the ensuing days everything else in the first-graders' world becomes insignificant.

The classroom atmosphere is one of joyous "Christmas" activity. Little feet are kept busy as their owners trot back and forth to secure or replace work-materials. A few productions of tiny fingers indicate the faint beginnings of talent. But, as one would expect, the major results are crude, indeed. Nevertheless, each child's creation is precious to him and it is precious to Sister, also. In due time, the first-grade room blossoms gayly with 'creative art.'

Confidence from Efforts Recognized

The children are encouraged and given confidence

in themselves by having their efforts recognized and appreciated. In addition, the Christmas Crib has been erected at the foot of Mother Mary's statue. It lies there, surrounded by artificial snow and branches of fragrant evergreen. Now and again, during the fast-flying day, a child can be seen kneeling at the Crib and "talking to Baby Jesus."

It happens frequently that "gifts" are left beside the image of the Holy Child. The gift may be a star, a flower, a lamb, a Christmas tree, or even a Santa. All made of paper, of course. When a child suddenly seizes that same little image of the Christ Child and hugs and kisses it, Sister holds her breath in anxiety for its safety. Alas! one day Tommy sorrowfully brought the little statue to Sister and said, "Little Jesus' head came off." Tommy had been too strong. But with the aid of a bit of glue, the figure was made whole and Tommy was happy once more.

Doing Something for Christ-Child

The children cut out paper cribs on the first day of December. After a discussion about what the Holy Child would like for His birthday, the children decide that He is stretching out His tiny arms for love. Further discussion leads them to see that "love" means doing something which the Holy Child wants them to do. So the tots choose one or two small acts of virtue to practice each day for little Jesus. Each act is recorded by the children themselves on their Christmas cut-out crib. The recording is done in the shape of colored flowers drawn on the crib. To give an example or two of something that "will please little God": When mother tells Mary that it is time for bed, Mary, who is fond of staying up late, obeys immediately, without demur. Again, John shares his candy with Billy, and John does not have candy any too frequently.

On the day of the dramatization of the "Nativity" the children place their then fully-decorated cribs at the feet of the Christ Child's image in the classroom crib.

Songs are Learned

The always-new, always-loved "Silent Night" "With Hearts Truly Grateful," "Come to the Manger," together with a few Santa Claus songs are learned. The children frequently break out into carolling when working by themselves. Or some poetic soul will be heard chanting a rhyme. First-graders are not the least concerned when one of their number becomes vocal; as it is not disturbing, Sister takes no apparent notice.

At length the day of the actual performance dawns. Oh, wonderful day! When the air is filled with angelic wings, scintillating tinsel, royal robes, and not-so-royal shepherds' costumes. Sister is fully occupied in dressing the children for their parts. Meanwhile, she has to exercise any wit she possesses in trying to keep the lively angels and surpassingly lively shepherds and wise kings from chasing one another. Unbelievably, the "cast" is finally in order and ready to perform. How smilingly serious are the small faces!

Before an Audience

The audience arrives in the persons of the pupils from other grades. The "Angel Gabriel" begins, and the acting goes on. But not uninterruptedly! By no means! When, for instance, Herod's doorkeeper makes an inappropriate reply to one of the wise kings, the latter monarch assumes the attitude of offended dignity. He shuts his lips firmly for about two seconds. Then states with terrible emphasis, "You're all wrong!" The startled audience breaks forth into peals of laughter. Sister comes to the chagrined doorkeeper's rescue. All is peaceable again and the play goes on to a glorious finish with the children's singing Christmas carols to the accompaniment of their rhythm-band instruments. The tots are unusually quiet when everything is over. It may be that the real spirit of Christmas has come upon them. Who knows!

THE "HONOR MARY" ROLL*

Grades 1 and 2; Sister Camille, M.Z.S.H., teacher, Regina Coeli School, Pittsburgh, Pa.

EVERY DAY in the Marian Year has a "Mary Morning" in this classroom. At each opening exercise a different child takes his turn representing Blessed Mother in singing the first part of the class' favorite song.

Come little children gather near
Your Mother Mary calls to you
Come little children do not fear
I shall be with you whate'er you do.

Grades 1 and 2 of the Regina Coeli School record good deeds on chart at right.



and the class sings the second part in answer.

Dear Mother Mary on this day
Hear us we beg thee while we pray
You are our lovely Queen today
We'll try to please you at work and play.

These words are very inspiring to the little ones and the second part in particular has proved an incentive to the children for doing kind deeds throughout the day.

Recording Charitable Deeds

Sister informed the class that she would record the incidents, as they did a thoughtful and helpful deed. She made a great to do over these charitable acts for Mary; and, as a kind deed was performed, Sister would suggest that all could help compose a sentence describing the action. On a large sheet of cardboard she put the resulting sentence in bold print.

1. Ronald helped an old man.

The class resolved to make 5 "good deed" sentences a day as an offering to Mary on the "Honor Mary" Roll.

In the course of the day when Sandy was kind, some "photographic" eyes caught her completely unawares in her candid kindness, and of course the second sentence told the story:

2. Sandra was kind to her friend.

Ultimately, the "Good Deeds" chart was filled in with numbers 3, 4, and 5, and our goal was achieved.

3. Andrew and John used good manners.

4. Anthony keeps very good order with the lunch boxes.

5. Regina dusts the piano for Sister every morning.

Composing a "story" about another's good actions is a wonderfully wholesome experience for the entire class and a glorious display of a Christian democratic process in group action.

We should use all the modern media at our disposal to inculcate the practices of a truly Christianized life. But why resort to more devious means? when we can make available to the child a personal aid, namely, that of using his "golden" vision and recognizing that his playmates qualify as samples of Christian social living.

Verbalizing Good Deed Emphasizes the Positive

Verbalizing the good deeds of another child is an invitation to do likewise, and it puts emphasis on a positive viewpoint. Besides, the discussion of the difficulties in the performance of the deed, helps the children in taking the highest possible view, which the circumstances of a case may permit.

Let the children become intent on getting a "flash-bulb" of the good they can see in others, rather than putting a "flashlight" on the "vice" versa.

*This and the two following projects were worked out at the Regina Coeli School during the Marian Year. The three were written up by Sister M. Jeannette, M.Z.S.H.



Grades 3 and 4 of Regina Coeli School have their stars flank image of Mary.

STARRING FIVE DEVOTIONS

Grades 3 and 4; Sister Salvatrice, M.Z.S.H., teacher, Regina Coeli School, Pittsburgh, Pa.

OTHER SAINTS may have their day but Mary has her year and its beginning found the third and fourth grade children of Regina Coeli School honoring her in a practical Marian project.

Their pictures shone from the center of their construction-paper stars, which surrounded Mary's picture on the wall.

Each Star Points a Devotion to Practice

Each point on the star represented a devotion to be practiced and the children designated them:

- The Mass Point.
- The Holy Communion Point.
- The Rosary Point.
- The Visits to Blessed Sacrament Point.
- The Sacrifice Point.

For each practice of any of these devotions, a child received a little colored star for the point—gold, silver, blue, green, and red, respectively.

An evaluation of each point evidenced much gratifying success in the children's dissemination of Marian devotion. They attended more Holy Masses in a few months than they had ever done before, and in many instances an accompanying parent was a fact suggesting that the children had done considerable recruiting of their own for Mary.

The large number of stars on the Holy Communion points was a gladsome testimonial to the habits of frequent communions engendered by the project. Visiting the Blessed Sacrament must have caused a torrential outpouring of graces, for many of the children's visits approximated ten and twenty a day. Further, the fact that the visits were at a church dedicated to the Queen of Heaven is not to be minimized.

Families Influenced

The families that prayed together, plus the rosaries said on their own, made their rosary points the bright-

est. It is significant that many families learned to meditate the mysteries of the rosary through their children.

Last came the sacrifices that surely warranted for each child many special graces from Mary. Sacrificing does not carry the appeal of the other points, but virtue needs exercise to be crystallized into habit. This device was a great boon and the children sacrificed for the missions and for their families like regular little Trojans.

In April, silhouette baskets became part and parcel of the project, and the children were rewarded with a flower sticker in their basket for every 25 stars on one large star point.

The May Crowning

The culminating activity in Mary's month was the May Crowning when the child having the most stars had the signal honor of crowning Mary. The other pupils carried their stars in procession during the singing of a Blessed Mother hymn, and tenderly placed their dearly decorated stars at the feet of the glorious Queen of Heaven.

A POSTER MARKED OUR PROGRESS

Grades 5 and 6; Sr. M. Andreina, M.Z.S.H., teacher, Regina Coeli School, Pittsburgh, Pa.

WHEN DEVOTION to the Virgin Mother of God is stirred up and increased, it naturally leads to a great improvement in Christian morality." So affirms our Holy Father in the *Fulgens Corona*. It is the answer to rampant, present-day juvenile delinquency; it is the reason of our constant urging for devotion to Mary in our school on the North Side of Pittsburgh.

But no matter where her school is situated; no matter that it is unsightly or overcrowded—what is paramount is that Regina Coeli is her school. Schoolwork has the distinction of being much like the work commonly associated with her, in her role of leavening and purifying human civilization.

The teacher and pupil could ask for no better model,

Grades 5 and 6 of Regina Coeli School learn to live through, with, in, and for Mary.



could desire no better company in their efforts. So it was that we gathered daily in her name.

Class Decides on a Project

When the Marian Year opened my Marian-minded class wanted also to be "Marian-ized." They felt they could live Christ if they could see Him, but for this they would need vision comparable to that from 3D specs. So we decided to work it out as a project.

We would view the thrilling drama of Christ's life through other eyes, from other points of vantage. That is where Mary came in.

We began with attendance at the daily Sacrifice of the Mass. Calvary was alive for Mary because she was there; at Mass we could see the death of Christ through Mary's eyes. With the aid of our Sorrowful Mother we donned 3D specs, as it were, and suddenly Calvary was—not a forgotten hill buried beneath time and distance, an event run dry in the cold pages of history. Mary's view became ours.

Class Artists Sketch Poster

The artists of the class sketched a poster to make our progress material: a chalice with a gleaming white host and 6 line-rays streaming from it. From the rays, representing the 6 rows in our class, issued a golden brilliance as stars were received on them by the rows having 100% daily attendance at Mass.

With exquisite feeling, they approached the altar rail often, considering that they were not led there except on the invitation from our Lady of the Blessed Sacrament. In order to understand the sublimity of Christ's Holy Thursday Gift, we must first know Mary's Gift on the first Christmas night. Thus it was that Holy Communion became a major addendum to our program, and hundreds of hosts adorned another poster as a substantiation of its frequent reception.

The recitation of the Rosary gave a wonderful third dimension to the picture, and through Mary's eyes, we saw all the mysteries of Christ—not only the joyful and sorrowful, but also the glorious.

The poster showing this 3D picture was a formation of the Rosary entitled "Our Daily Rosary of Roses." Every day a rose sticker was put on a bead if the recitation of it comprised 100% of the class. Its huge success was often attested to by the general exodus from the classroom to the chapel directly after school. The family rosary devotion was given a great impetus and also figured in our project.

Mission Teams Strove to Outdo Each Other

We gained a new outlook of the missions, too, through the eyes of the Queen of the Missions, when we had "Marian Mission teams." All the children took a title of the Blessed Virgin, and the Assumption Team vied with the Immaculate Conception Team. A holy rivalry sprang up between the Mystical Rose Team and the Mirror of Justice Team; the Tower of David

Team and the Queen of the Apostles Team, as they strove to outdo each other in their contributions to the missions. Individual charts were kept for this, and mission magazines were distributed to the generous team each week. Very soon the children felt they had quite a stake in the missions.

But all the credit that accrues to the Blessed Virgin must be given her, and the class attributed their zealous mission spirit to the daily recital of the Marian Year prayer before Mission Box time; values were seen in their proper perspective through Mary's eyes.

Through the project the class learned to live Through Mary, With Mary, In Mary, and For Mary. In this way we can see Jesus as she does.

PILGRIMAGE to MARY'S SHRINES

*By Sister Mary Bride Gormley, O.S.B.,
St. Lucy's Priory, Glendora, Cal.*

LOVERS of Mary, children and adult, have always paid tribute to her in word and song. In the ages of faith, this devotion gave rise to pilgrimages to spots hallowed by her coming. Following this tradition, St. John's School, Baldwin Park, California, embarked on pilgrimage to six of Mary's shrines. On the school grounds, each class reproduced one shrine and selected children to portray Mary and the favored souls whom she had visited. Framework construction became an all-parish activity as fathers of the participants plied hammer and saw, while the mothers decorated and costumed. The entire parish joined in the actual event.

The pilgrimage took place on a Sunday afternoon. Led by a crossbearer and two acolytes, four hundred children marched four a-breast. They were followed by the priests and laity of the parish. While moving from shrine to shrine the young pilgrims recited the Glorious Mysteries of the Rosary. At each shrine they paused for the singing of an appropriate Marian hymn. Viewed in the California sunshine, reminiscent of Mary's own splendor, and against the rugged Sierra Nevadas, these

First "Shrine" at St. John's School, Baldwin Park, Cal. manned by Fourth Graders.





Choosing a CATHOLIC COLLEGE Series

LOYOLA COLLEGE

(A Catholic day college for men, conducted by priests of the Jesuit Order; granted its charter in 1853. Loyola College also conducts, for both men and women, an evening college and graduate division.)

LOCATION

Loyola College campus comprises a tract of eighteen acres located centrally in the city-suburban residential sections in northern Baltimore, Maryland, 4501 N. Charles St.

ACCREDITATIONS AND AFFILIATIONS

Loyola College is accredited by the State Departments of Education of Maryland and New York, by the Middle States Association of Colleges and Secondary Schools. The College is a member of the Association of American Colleges, the American Council on Education, the National Catholic Educational Association, and the Jesuit Educational Association.

COLLEGE OBJECTIVES

Loyola College conceives of its formal education in the Liberal Arts and Sciences as the preparation for and the beginning of a life process by which a man is shaped through controlled, but vitally spontaneous experiences to his fulfillment in an enriched, free and social personality. This enriched personality is achieved by participation in the fruits of the collective experiences of the past to an extent which will qualify the student, in his turn, to modify, for the better, some portion of the living human tradition. The free personality is one that is emancipated from the constraints of personal, provincial or national partiality, from psychological maladjustment, and from the graver bondage of what is known on the religious plane as inordinate desire.

FACULTY

Priests and scholastics of the Society of Jesus and lay officers of instruction.

LIBRARY

47,000 volumes; special library of scientific works; 270 current periodicals.

DEGREES

Bachelor of Arts or Bachelor of Science (English—History—Mathematics—Physics—Political Science—Pre-Dental—Pre-Legal—Pre-Medical)

Bachelor of Arts (Classics)

Bachelor of Science (Accounting—Business Administration—Biology—Chemistry—Music)

Second Lieutenant Commission in the Army Reserve or Regular Army on completion of R.O.T.C. program.

CURRICULUM DEPARTMENTS

Philosophy
Biology
English
Mathematics

Physics
Education
Chemistry
Religion

History and Social Sciences
Military Science and Tactics
Ancient Languages (Latin, Greek)
Business Administration and Accounting
Modern Languages (French, German, Spanish)
Music (in conjunction with the Peabody Conservatory of Music)

Illustrations (counter-clockwise): college chapel; seminar; Military Science class; gymnasium; musicale; soccer team.

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Ad Majorem Dei Gloriam

LOYOLA COLLEGE

THE CO-CURRICULUM

Student Personnel Services: Student Health Service—Student Placement Service—Formal and Informal Functions.

College Societies and Clubs: Student Council—Sodality of the Immaculate Conception—Robert Bellarmine Debating Society and Tau Kappa Alpha—George C. Jenkins Debating Society—Alpha Sigma Nu (Jesuit Honor Society)—Mask and Rapier Dramatic Players—Classics Academy and Eta Sigma Phi—John Gilmary Shea History Academy—International Relations Club—Glee Club—Chemists Club—Saccheri Mathematics Academy—Academy of Accounting and Commerce—Mendel Club—Angelo Secchi Academy.

Student Publications: *The Evergreen Quarterly*—*The Greyhound* (tri-weekly newspaper).

Athletics: Varsity and intramural program: Baseball—Basketball—Golf—Cross-Country—Lacrosse—Soccer—Swimming—Tennis—Track—Wrestling.

ADMISSION: GENERAL REQUIREMENTS

- 1) Submission to the Admissions Officer of a completed Application Form and a complete secondary school record.
- 2) A personal interview with the Dean or Admissions Officer after the secondary school record has been considered in order to assist the applicant to determine which of the curricula will best suit his vocational preferences and abilities.
- 3) Standard Preference and Aptitude Tests may be required during this interview.

ADMISSION: SCHOLASTIC REQUIREMENTS

A minimum of sixteen units (a unit of credit represents a year's study in a secondary school in a course meeting at least five hours a week) is required: English (4), History (1), Algebra (1), Plane Geometry (1), Science (1), Modern Foreign Language (2), Latin, *for A.B. only*, (3), other subjects (2-6 units, no more than three of which may be non-academic). *N.B.* Students who give exceptional promise may be admitted without rigid adherence to these minimum requirements.

Special Students: The College will accept students for courses not in line for the College degree at the discretion of the Dean.

Applicants for advanced standing: Undergraduates from other accredited colleges must present a transcript of their college record with an official statement of honorable dismissal and an official record of entrance units. Credit allowed in these cases will be reckoned according to the curricular requirements of Loyola College and the certifying grades of the institution from which transfer was made.

EXPENSES FOR EACH SEMESTER

Tuition	\$250.00
Application Fee	5.00
Retainer Fee (applied to tuition, but not refundable if withdrawn)	25.00
Deposit Fee (refundable on withdrawal)	20.00

To help qualified boys, the College offers a) *Deferred Payment Plan* by which tuition and fees may be paid during the semester, b) *Student Loan Plan*, a 4% interest-bearing note signed by the parents or guardians, and co-signed by the student, by which the loan is paid back over a period of ten years beginning one year from graduation or withdrawal.

SCHOLARSHIPS

Scholarship grants are open to those successfully completing competitive examinations each March. Four other grants-by-appointment are made by the college.

Illustrations (clockwise): library; R.O.T.C. review; faculty residence; rehearsal of Glee Club section; in laboratory; during Retreat.



shrines of cardboard and shelf-paper gave adequate setting for the reproduction in tableau of Mary's visits to her children.

First Shrine Drawn from Catacombs

Reproducing a picture found on the wall of the catacombs, the first shrine gives evidence of the early development of Marian devotion. In the cemetery of Priscilla, Roman Christians of the second century represented Isais, scroll in hand, pointing to the Virgin holding her Child. In the background, the flowering tree and star of Israel symbolize Mary and her Son. The choir sings the ancient hymn, "Thou That Art So Fair and Bright."

In modern times, four Marian shrines are the result of Mary's appearance. Our Lady of Guadalupe standing on a crescent and surrounded by rays of light appeared in 1531 to Juan Diego. Trudging along the rough path near Tepeyac on his way to Mass one December morning, the old Indian sees a beautiful Maiden,



Sixth Graders at St. John's School, Baldwin Park, Cal., planned this "shrine."

who charges him to tell the Bishop that she wishes a chapel to be built on this rocky hilltop. When the Bishop requests a sign, Mary complies with a miraculous bloom of roses which Juan Diego carries to him. The shrine shows Juan Diego holding the roses in his *tilma* as he gazes in wonder at his heavenly visitor. Convinced by the roses and by Mary's image on the *tilma*, the Bishop orders the erection of the chapel—now a basilica—in honor of "Santa Maria de Guadalupe." The "Ave Maria" closes this phase of the pilgrimage.

To La Salette

The scene changes to the grassy slope of Mount Gorgas rising above the village of La Salette in south-eastern France. On September 19, 1846, Melanie and Maximin, teenage cowherds, see a Lady. She is dressed in white with brilliant roses trimming her cape and rises bordering her golden diadem; her dazzling radiance defies description. The weeping Madonna tells



Second Graders of St. John's, Baldwin Park, Cal., enact apparition of La Salette.

the children that she is sorrowing over the world whose immorality and indifference provokes the vengeance of her Son. She prophesies the rotting of crops, famine, and war if society continues to curse and swear and defile the Sunday. "O Queen of Peerless Majesty" rises in choral offering to the Lady of La Salette.

Near Rocky Cavern of Massabielle

Ten years later Mary again comes to France. It is February 11, 1858. Finding her warnings of La Salette, for the most part, unheeded, Mary turns to Lourdes whose people have never wavered in their faith. There a Lady dressed in white with blue girdle and gold roses on her bare feet appears to Bernadette Soubirous who is gathering firewood near the rocky cavern of Massabielle. In a series of apparitions, the Lady discloses her identity as the Immaculate Conception and shows Bernadette the source of the miraculous Lourdes water. The pilgrims sing the traditional Lourdes hymn, "Immaculate Mary."

Portugal, 1917 is the setting for the next apparition. In the hill-country of Serra da Aire, Mary appears to

Second Graders of St. John's, Baldwin Park, Cal., reenact apparition of La Salette.





First Graders of St. John's, Baldwin Park, Cal., form living group to honor Our Lady Fatima.

three small shepherds, Lucia and her cousins, Jacinta and Francisco. Dressed in shimmering white, the Lady of the Rosary appears above a small tree. Mary promises that if her wishes are obeyed Russia will be converted and peace restored; if not, every country will be scourged and enslaved. On her last appearance, Mary reinforces her pleas for prayer and sacrifice by a remarkable phenomena of the sun. "Lady of Fatima" has her own hymn.

Our American Shrine

The pilgrims pause at the shrine of the Immaculate Conception, Washington, D. C. Energetic and devout, these Americans anticipated Mary's coming to the United States in apparition by building a magnificent shrine in honor of her who is "our life, our sweetness, and our hope." Against a background of red, white, and blue, Mary is represented with the world in her hands; two angels extend the flag so dear to the hearts of these children, Catholic and American. In the same spirit, the pilgrims of St. John's School anticipate the

Fifth Graders of St. John's, Baldwin Park, Cal., represent our country's dedication to Mary Immaculate.



Church's proclamation of Mary's Queenship by singing at this last shrine, "Regina Coeli."

Entering the church, the children dedicate themselves to Mary, Heaven's Queen, and kneel to receive the Benediction of Heaven's King and Mary's Son.

INTRODUCING THE CONNORS:

Courtesy in Public Places

By Sister Marie Angela, I.H.M., St. Michael High School, Flint, Michigan

"N OW LET'S SEE if we can get my present for Mother next, Mary Ann."

"Oh, yes. What had you planned for Mother, Frank? I have forgotten."

"I haven't forgotten that I broke the best vase in the house that day when Jack and I got too rough in the living room."

"And now you want to replace that vase for Mother's Christmas gift. Shall we try the novelty chinaware department here?"

"If you please, Mary Ann. My, I do like to shop with you. You're so thoughtful and agreeable."

"Oh, thank you! And I was just about to tell you that I really enjoy being out with my brother, because he treats me so politely."

"Why shouldn't I be polite to my own sister? She's pretty nice to me!" smiled Frank as he opened the door for Mary Ann.

"Thank you again. Now, here is the counter we want, I believe. But the clerks are all busy, so we'll have to wait for a few minutes."

Loud-Voiced Boy Attracts Attention

Immediately their attention was attracted by a loud-voiced boy who was ordering the busy, tired clerk to "show me something better than that piece of junk," until she had taken down from the shelves nearly every piece of chinaware in the store. He handled and examined each one, inquired, "How much for that thing?" and dropped each carelessly on the counter.

"That boy is going to break something yet," whispered Frank in a worried tone.

Sure enough, the handle of a little pitcher cracked badly when he laid it down in disgust, and fell off when the troubled clerk picked it up.

"Wasn't worth anything anyway," muttered the boy, walking away without making a purchase.

The crowd of prospective buyers gasped in sympathy as the clerk, with tears in her eyes, tried to restore order without any more catastrophes.

"I'm glad that boy isn't my brother," remarked Mary Ann.

The same clerk turned to Frank.

"Would you kindly let me see that blue vase on the



Choosing a CATHOLIC COLLEGE Series

MT. ANGEL WOMEN'S COLLEGE

(A Catholic college for women, day and resident, under the direction of the Benedictine Sisters. Founded in 1888 as Mt. Angel Normal School, it became, in July, 1947, a four year teacher-training institution in addition to a two-year general college course.)

LOCATION

Mt. Angel, Oregon, residential area, northeast of Salem.

ACCREDITATIONS

Mt. Angel Normal School was founded in 1888 by Sisters of the Order of St. Benedict. It began offering training for teachers in 1892 and was declared standard by the State Department of Education in 1915. In 1933 it was accredited by the Northwest Association of Secondary and Higher Schools. In July, 1947, the State Board of Education in Oregon granted permission for the reorganization of the school into a four-year teacher-training institution and authorized it to grant the Bachelor of Science degree in elementary education.

COLLEGE OBJECTIVES

The Benedictine Sisters, whose cultural heritage from their founder, St. Benedict, dates from the sixth century, aim to produce great Christian women by developing in their students a truly Christian philosophy of life with which, in their service to mankind through the teaching of children, in their devotion to the democratic principles of their country, in their humility before God, they may face fearlessly the chaotic world in which they live and effectively contribute to the solution of the problems of a society bewildered at its own reversal of values—until all things are restored in Christ.

FACULTY

Sisters and priests of the Order of St. Benedict, qualified lay teachers who co-operate in the supervised teaching program.

LIBRARY

10,000 volumes; 89 current periodicals.

DEGREES

Bachelor of Science in elementary education.

Junior College Certificate following completion of two-year general college course.

CURRICULUM DEPARTMENTS

Social Sciences
Education
Mathematics
English

Religion
Speech Education
Languages (French, German)
Health and Physical Education

Philosophy
Art
Sociology
Psychology

Illustrations (counter-clockwise): college chapel; partial campus scene; some Aeolians; between classes; home economics; library.



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MT. ANGEL WOMEN'S COLLEGE

THE CO-CURRICULUM

Student Personnel Services: Placement Bureau (for graduates of the teacher-training course and for teachers who attend summer sessions and in-service classes)—Individualized Guidance Services—Formal and Informal Functions.

College Societies and Clubs: Sodality of the Children of Mary—Young Christian Students unit—Associated Students—Future Teachers of America—Orchestra—Omega Alpha Dramatic Club—Aeolians (choral music).

Student Publication: *Albiqua* (bi-monthly).

Athletic Program (geared to meet future teachers' needs in elementary education): Indoor and outdoor sports—gymnastics—fundamental dance rhythms—folk-dancing—group dancing.



ADMISSION REQUIREMENTS

- 1) Graduation from a standard high school is required of all entering freshmen. When making application for entrance, students are asked to give the name of the high school principal and of the school from which they were graduated so that the registrar may secure a transcript of high school credits to ascertain before registration whether Oregon college requirements have been met.
- 2) Social and business references from well-known persons are required of all young women who are unknown to the institution. Every effort will be made to help students of ambition and ability, but of meager financial resources, to further their education.
- 3) Students, who for any reason have not fulfilled the above requirements, may enter providing they pass an entrance examination. This, also, should be taken care of before the dates set for registration.
- 4) Transfer Students: A student who has taken college work elsewhere is required to present a) an original transcript of her high school work; b) an original transcript of the work done at each college attended; c) a statement of honorable dismissal. Transcripts should come from the institutions concerned, and not from the applicant.

EXPENSES FOR THE YEAR

Tuition	\$180.00
Board and laundry	400.00
Room	45-67.50
Matriculation fee	5.00

STUDENT AID

A limited number of students may earn part of their expenses by work on the campus. A personal application for such student aid must be made several months before the opening of classes.

Illustrations (clockwise): in recreation room; practice-teaching; classroom building; dramatic presentation; in-service class; orchestra.

lower shelf, to the right? No, not that one, the large one, please."

The clerk placed the blue vase on the counter, while Frank asked, "What is the price, please?"

Frank Asks Sister's Advice

"That is a little more than I am prepared to pay," went on Frank, after hearing the price. "But I do like that vase very much. Don't you, Mary Ann?"

"Yes, I do; but I believe a smaller vase might be better for our living room. This one is much larger than the one you broke."

"That's right. I didn't think of that."

"We have smaller vases in a similar pattern, and perhaps better suited to your purse, too."

Frank and Mary Ann were glad to see that the clerk was smiling now.

"May we see some, please? Yes, these are much better. I think I'd like to get this one."

"The price is higher than the one you are replacing, Frank," advised Mary Ann.

Saving Up for Flowers

"That's all right. I can afford it, and Mother is worth it at any price. My latest idea," he added as the clerk wrapped up his purchase, "is to begin now to save up, so I can have some flowers to put in the vase by Christmas."

"Good idea!" approved Mary Ann. "If you get stuck, maybe I can help you out with the flowers."

"Thank you, Sis," replied Frank. "Here we are."

"Thank you," said the clerk, after counting out Frank's change. I hope your mother will be pleased with your gift. She may be proud of your courteous manners in public. It was a real pleasure to wait on you."

"Won't Mom be glad to hear that!" exclaimed Frank. "That will please her even more than the new vase."

Golden Rule When Shopping

"All civilized persons remember the Golden Rule when they are shopping," said Mary Ann. "I try to remember this quotation we learned in school:

"We should consider not only the courtesy we owe to others,

But also the respect we owe to ourselves."

"But we saw one barbarian this afternoon who ought to have his face punched," added Frank.

Problems for Discussion

1. What should one do if one accidentally breaks or damages anything in a store, or elsewhere?
2. Why does a child owe it to his home and his school to behave properly in public?
3. What do you think of a young person who rushes ahead of other people when entering or leaving a building, bus, or street car?

4. What persons are entitled to special consideration at all times and in all places?
5. How should parks, picnic grounds, or other public places be left if we have lunched there?

Things to Remember in Public

1. Always be pleasant and courteous to clerks.
2. While waiting to be served, do not show curiosity about what others buy.
3. Young people are thoughtful in giving women, old people, or cripples, their seats.
4. Remember that the street is not the place for boisterous conduct.
5. Be thoughtful in giving others their share of the sidewalk, never linking arms, and giving older people the larger part of the walk, or all of it if necessary.
6. Obey traffic rules, and thus make the streets safe for all who use them.

My Practice

1. I will act in such a way that I would be glad to be seen and heard by my parents and teachers.
2. I will remember the Golden Rule at all times and in all places.
3. I will be careful to use public places and things in a sensible and thoughtful way.

TRAINING IN COMMUNICATIONS:

Listening

Sister Marie Cecile, S.S.J., St. Agnes High School, Flint, Michigan

Listening an Acquired Skill

IT HAS BECOME A TRUISM that the least taught of all the skills is that of listening. Like all arts it is acquired only after much practice. Of all the four skills, it is used the most, for Paul T. Rankin scientifically found that we spend 9% of our time in writing, 16% in reading, 30% in speaking, and 45% in listening. However, in ordinary classroom procedure, although we devote considerable time in teaching students to read, write, and speak, we do not spend an equal amount of time in teaching them to listen. An Italian proverb reads, "From listening comes wisdom"; yet, from pedagogical observation, spatial reservation in speaking even comparatively of this art with others suffers marked disproportion.

Retention Through Listening

Low tests may be attributed to other factors besides poor listening. If, however, the teaching approach has been by lecture or discussion, then retention through listening is of major importance. Shakespeare's "Attention is the stuff that memory is made of" will determine at recapitulation or testing time how perfect or im-

perfect the listening process has been. To encourage students to listen attentively, the teacher must stress the importance of the following steps:

1. Preparation: the removal of all distracting agencies.
2. Act of listening: the absorption in the topic.
3. Response: the result of listening.

The Whole Man Listens

Since not only the ear but also the whole man listens, it is easy to detect the perfect listener by his absorption, sincerity, posture, gaze, and reaction. Proper response to listening is invariably secured if the matter taught is of relative importance, is presented in an orderly way, and involves a problem that students are expected to solve.

As to techniques that could be employed to teach high school students to listen better, strongly advocated is a recapitulation of the subject taught or discussed, the encouragement of a critical response to information listened to, and lastly a recommendation of frequent quizzes and testings. Such procedures eliminate apathy, rid complacency from unresponsive students, and transform attitudes of indifference to those of willingness and interest. Once these techniques have been repeatedly employed among groups taught, better listening results.

MAKING HONORS COUNT

By Sister Mary Vianney, S.S.J., St. Michael Convent,
121 Chamberlain, Pontiac, Michigan

IF YOUR high school pupils are anything like ours, the majority of them do not give much thought to working for a place on the Honor Roll nor for other scholastic awards until the closing day exercises at which the outstanding students are honored. Then, of course, it is too late for them to do anything about it. Furthermore, the vivid inspiration such an assembly gives is

Presentation of honors at special convocation by Rev. Michael J. O'Reilly, pastor of St. Michael's parish.



lost during the summer months. Thus, last June we decided that only the graduates would receive their honors at commencement, and that the Juniors, Sophomores, and Freshmen would have theirs conferred on them the following October. By this change of procedure we thought to impress the entire student body, especially the incoming Freshmen.

Advance Notices, Invitations for Honors Convocation

We began by sending advance notices and photos to the local newspapers and mimeographed invitations to the parents about our Honors Convocation which was to be held at 8:00 p.m. in the auditorium. The entire program consisted of two new songs sung by the student body and the high school choral group, a panel discussion by five Seniors who interpreted the A's, B's, and C's and the personality ratings on the students' report cards. Leaflets about homework and the amount of homework required by the school were distributed to the parents. After the conferring of honors, which closed the program, the parents had an opportunity to meet the faculty. A social hour and dance sponsored by a committee of parents and students followed this.

The remarks made by those who participated indicate that this convocation has created a better relationship between the home and school, and has also set the school year off to a good start scholastically.

The Adolescent Girl

(Continued from page 234)

Holy Communion brings her the refreshment that is promised to those who are heavily burdened. Little wonder that the world expects the Catholic girl to be a better girl. She ought to be.

Somewhere the poet writes of "the loud laugh that speaks the vacant mind." Very often a teacher's reprimand for ill-timed chattering, for chronic giddiness, brings the retort, "Must we act like enclosed nuns?" No one expects youth to preserve perpetual silence, but there are times and places when complete silence is called for: (1) in the presence of the Blessed Sacrament; (2) when an older person is speaking, especially when that person speaks officially; (3) during all those minutes and hours of class when business is really in order; and (4) during the actual time of retreat.

These times of silence are recommended by Father McCorry. He writes many more things in his book that we cannot record here. We do recommend the reading of the book.

Finally, the young Catholic girl should make her whole exterior and behavior pattern conform to the highest ideal of what a Catholic girl should be. Above all she should cultivate a low and quiet tone of voice. It was good King Lear who said about his dead Cordelia:

... Her voice was ever soft,
Gentle, and low, an excellent thing in woman.



Book Reviews

The Spiritual Maxims of St. Francis de Sales. Edited and with an introduction by C. F. Kelley (Harper and Brothers, New York; pages 191; price \$2.25).

St. Francis de Sales was a great director of souls. He has left us many books for the guidance of the spiritual life. The beginning of the century in which he lived found all of Europe mentally depressed. Many felt tempted to believe that God took no interest in human affairs, and they looked upon the life of devotion as impossible for those in the ordinary walks of life. St. Francis became their counsellor and their champion. As we read his maxims gathered together in this little volume, we begin to feel that St. Francis speaks as much to our twentieth-century conditions as he did for the conditions of his own spiritual family. His every word is a source of counsel and encouragement. It is stimulating to read the words he wrote to a friend: "Opportunities seldom present themselves for the practice of great and heroic virtues, but each day presents us with a thousand occasions for practicing little virtues with a heroic spirit."

This sentence of St. Francis is the theme of this compilation of his sayings or maxims. Many of the maxims are very short, three to ten words, seldom more than twenty. "The state of marriage", he writes, "is one which requires more virtue and constancy than any other; it is a perpetual exercise of mortification." "Make sickness itself a prayer," he advises the sick. Again he says to them, "Take care of your health that it may serve you to serve God." He counsels every Christian: "The chief exercise of prayer is to speak to God and to hear God speak in the bottom of our heart." Of

perseverance he says that it is "the most desirable gift we can hope for in this life."

He who reads thoughtfully the sayings of the saints will move forward on the road to perfection. (Rt. Rev. Msgr.) P. E. CAMPBELL

The King's Conscience. By Robert E. Deegan (Exposition Press, 1954; pages 105; price \$3).

The King's Conscience, a play about Sir Thomas More, is excellent drama and should be very effective on the stage. The loyalty it emphasizes is just what is sorely lacking in the world today.

The intrigue of the court of King Henry VIII of England provides the plot of this expertly paced play with scene after scene so constructed that each builds firmly on another to reach a powerful climax.

There is dramatic interplay of characters in the contrasting personalities of Thomas More, Thomas Cardinal Wolsey and Thomas Cromwell. There is also a sharply drawn contrast between the characters of Catherine of Aragon and Anne Boleyn.

The King's Conscience will have a strong appeal to teachers looking for fresh dramatic material. The book includes complete production notes with detailed suggestions for casting, scenery, costuming, lighting effects and music.

Father Robert Emmett Deegan, the author, is assistant director of the Catholic Welfare Bureau in Los Angeles, California. Father Deegan has a keen interest in group work with boys, both in camps and athletics. He has always been interested in what might come under the general heading of history and writing. His social work began in earnest after ordination. He served as an assistant in an east side parish for three years; then for three years

in a parish near Alhambra until his transfer in 1953 to the Catholic Welfare Bureau.

"I shall say one more thing: I die loyal to God and the King, but to God first of all."—Sir Thomas More.

MOTHER CATHERINE, D.W.

Logic for Undergraduates. By Robert J. Kreycke, Ph.D. (Dryden Press, N. Y., 1954; pages 308; price \$2.00).

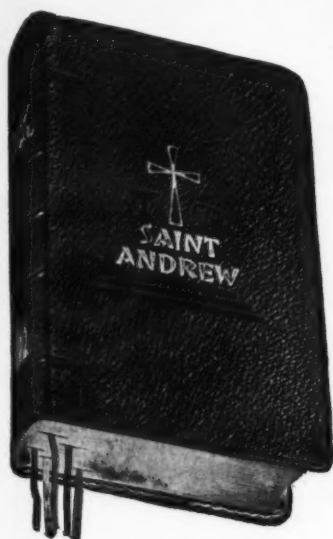
The preface of *Logic for Undergraduates* is, in itself, a magnificent caution to teachers of minor logic in Catholic colleges. If every teacher of logic were to subscribe to Professor Robert J. Kreycke's belief that the technical language of the usual scholastic manual might be brought into line with that of modern discourse, there would be considerably more enthusiasm for the philosophy curriculum. The sentence of *Anathema sit!* will never be pronounced on the logic teacher who makes his subject attractive and, therefore, more useful to the inevitable reasoning life of the student.

Logic for Undergraduates, as a textbook, must be judged by the same norm as one would judge a text for an ethics course. Both, being regulative sciences, are concerned, not with truth for the sake of truth, but with rules for guiding human action. Though the author, member of Loyola University in Chicago, is manifestly right in saying that "few books qualify as ideal texts," this reviewer finds *Logic for Undergraduates* as the nearest thing thereto. It is written for the college beginner; it is not meant for the seminarian—a significant difference; it is not a loose translation of Latin texts. The author is clear, not boringly repetitious, wholly complete—all of which flows from a sympathy

(Continued on page 276)

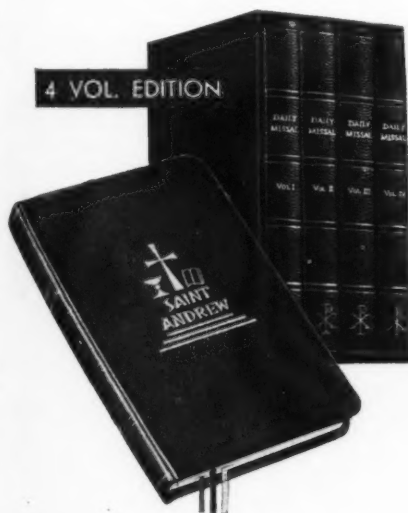
Saint Andrew Daily Missal

By Dom Gasper Lefebvre, O.S.B.



Your boys and girls will find it easy to follow the priest at Mass if they learn with this simplified ST. ANDREW DAILY MISSAL.

Beautifully illustrated, printed and bound, accurately translated from the Latin, this is the missal which is your tool to use in helping your students understand the Mass and share more fully in its treasures.



Write for FREE 32 page booklet entitled IN THE YEARS AHEAD WHAT WILL THEY REMEMBER written by a teacher Sister giving tips on the teaching of the Missal.

Outstanding as a textbook for teaching the Mass, this is the missal that contains explanations for the various actions of the celebrant of the Mass as well as the background of each season of the Church. To further interest your students, each Saint's feast day contains a summary of his or her life.

Note these textbook features of the regular edition SAINT ANDREW DAILY MISSAL:

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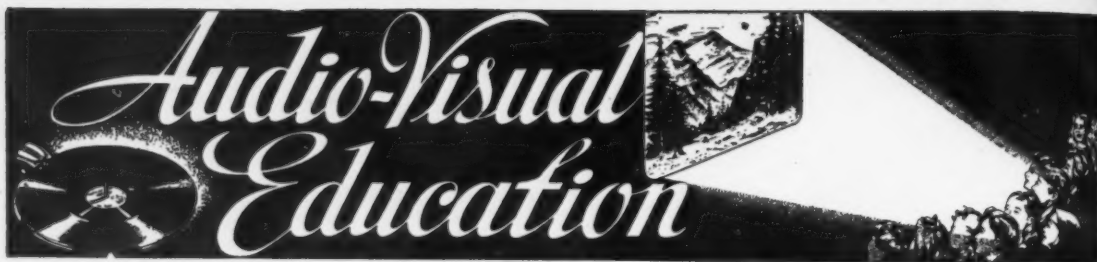
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PANEL DISCUSSIONS and Addresses at CAVE*

RECENT DEVELOPMENTS

in the Audio-Visual Field

A Panel Discussion

Developments in 2x2

COLOR SLIDE TECHNIQUES

*By Mr. John Flory, Eastman Kodak Company,
Rochester, New York*

WITHIN THE PAST TEN YEARS the great American public has discovered much to its delight a whole new and wonderful world, the world of color photography. Today millions of ordinary folks are getting a thrill from being able to give outward expression to that artistic trait which each of us has in his nature somewhere. You and I may never be able to paint a sunset but with a simple hand camera and the new color films we too can experience that creative satisfaction which comes to the artist. We too can capture the scenes which touch the heart or tickle the fancy. That is true whether the subject is photographed in sunlight or indoors by means of simple flash photography.

Well-Planned Slides Educational Passport

It's a bit surprising, therefore, that more of you fine teachers have not been quicker to seize upon the handy little 2 x 2 color slide. Actually a well planned box of these slides is a kind of educational passport, a passport for your students capable of erasing the walls of your classroom in favor of new vistas of learning, whether in the field of geography or, even harder to visualize, the frontiers of medicine, of science, or of hygiene.

In view of all these advantages why does not every teacher use 2 x 2 slides as naturally as she does a black-board? Why do not more teachers follow the audio-visual leaders in beating the drum to get every school to have an individual library of colored teaching slides, right on its premises?

I have a hunch that many of you educators still associate the making of a colored slide with all the production costs and bother of turning out a Hollywood epic. That is

a pity because it just is not so. For example, suppose you want to make a close-up of some small subject such as this. All you need is some film and an inexpensive 35mm camera. I'll wager that one of your students may be willing to lend you his or hers until you get started. All you would need is a three dollar portrait attachment for your lens plus a simple little alignment rig. Why, you can build a gadget like this yourself out of a block of wood and some heavy wire. Old coat hangers will do for example. Incidentally, if you wish one, we have a free booklet telling you how to build a photoframe like this.

Of course a school which has under way a full-fledged program for the production of its own curricular materials will also be equipped with some kind of a camera like this, having a ground glass for composing the scene and a bellows to facilitate making giant closeups.

Plan Slide Projects

The reason we keep emphasizing the desirability of being able to photograph close ups is this. Somebody once figured out that 84% of the slide projects, made for training purposes, are better when they are visually planned in advance and photographed in terms of a closely knit sequence of pictures. This pre-planning is a kind of string around a finger to keep the person putting the talk together from forgetting any important details which might add to the clarity of its presentation.

In other words, we find if we really expect to get our lesson across, in our training classes, we must be prepared to handle abstract concepts point by point. It means that each stepping stone in the garden walk, so to speak, has to be treated with visual imagination. The whole secret of using slides to best advantage in teaching is to be found scribbled on a little 4 x 6 card like this. We call this our story card. On it, we draw very roughly a thumb-nail sketch of what we want the film to look like when it is finished. Then, across the bottom of the card, we write in the proposed commentary.

Changes Readily Made

Next, we have a method of posting all the cards in their proper order up on the wall where everybody can see them. This way we can make changes in narration, in individual slide specifications, and in the proposed arrangement of the slides, all without these improvements costing us anything extra. You see we try to avoid waste of work. Now, when you start to produce the slides, each card, becomes a kind of factory job ticket. On the back of the card, we keep track of the props and arrangements we must have ready before the photographer can start to shoot the picture.

* The publication of these panel discussions, continued from the November issue, was facilitated by the cooperation of three tape recorder manufacturers: Ampco Corporation furnished a tape recorder with an operator for all but three of the sessions; Webster Chicago Corp. supplied a Webster tape recorder and operator for two sessions; and a "Crestwood by Daystom" was loaned for recording one session.

The photographer in turn uses the card to make sure he is taking the right kind of shot.

Oftentimes an individual slide requires the preparation of special art work. When such is the case, the card is temporarily turned over to the artist to assist him in remembering what the instructor has specified.

Just because, in your case, you may not be able to afford a professional artist, I hope you won't be discouraged about getting an effective series of instructional slides. Of course, it does help in this art business if you can doodle a bit too.

Do Not Overlook Black and White Slides

Now, all this talk has dealt with color slides but do not sell the simple black and white text slides short. Here is one made on a typewriter a few minutes before class time. It was processed by the instructor himself. Generally, however, if you don't want the fuss and bother of doing your own processing, you can copy monochrome material onto kodachrome film quite satisfactorily.

Let us review together the formula for effective slide presentations: people, titles, flash photography and most important of all, your topic presented in the form of a visual sequence.

Use Titles for Impact

Let us go over that, still again. There is an old saying that everyone is interested in other people. Certainly children are and do not be afraid of using close-ups either. When you add a super-imposed title to a close-up, you often get impact. Use titles to emphasize important points. Many of the significant things you may wish to portray cannot be photographed conveniently in sunlight, learn to include flash shots, they are really quite simple to do once you get the knack.

Do not just make random shots; make them tie together. For example, this slide and the one you are about to see next are part of the sequence. The next scene will show the picture from the point of view of the person working the camera. We feel that with our instruction material photographed that way, the whole teaching, learning process is improved. For example, that's why this big close up of the lens mount was taken from the point of view of the girl previously shown in the camera. It makes the audience participate in the scene being depicted.

Dramatize Your Point

Do not be afraid to dramatize your point. If you are teaching a unit on community helpers in a social study class for example, try to get a shot of firemen really fighting a fire—the children will love it.

Thus, whether you are explaining America's national park system or whether you are treating of geology of erosion, or whether you are dealing with the botany of one of the world's arid regions, you will find in the humble easy little 2 x 2 kodachrome slide a priceless tool for graphic teaching, a colorful key to motivate better learning.

If you write the Camera Club and School Service of the Eastman Kodak Co., Rochester 4, N.Y., we will furnish you literature on this whole business of utilizing slides, and making up slide sequences.

Developments in Motion Picture Projection

By Mr. John J. Dostal, manager of audio-visual equipment, Radio Corporation of America, Camden, N. J.

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cumulation of material we have had over the years. Some of them are quite old and I thought they might be of interest to you. I show this first slide to stimulate your thinking somewhat. Back in 1929 long before there was ever sound on film, this machine was in the development stage. It is interesting to note that it has an appearance similar to some of the units available today. However, much work was done and many hundreds of thousands of dollars were spent trying to develop something that would bring a motion picture to you with simultaneous sound.

Improvement Sought by Research

Sometimes as you go through the exhibits and look at equipment, you ask why do you not do this and why do you not do that, why do you not put certain things on projectors? Well, again it might be interesting to know that at that time in 1929, the engineers were attempting to develop a self-threading mechanism in which you simply pushed the film down through the top of the machine and it circulated and came off the bottom. Unfortunately, that system was never successful.

About that time it was felt that the use of educational pictures would have a tremendous impact on the home. As you see in a little figure down here in the left-hand corner (7/5/29), developments were being aimed at the home market in a very elaborate case for projection, including the projector, rewind mechanism, extra reels, power amplifier at the bottom, a foot switch in the lower right-hand corner, and yes, we had a tool kit to go along with it because we were having a few problems in those days.

Desired Features Developed

Here is the granddaddy of all of the 16 mm. sound projectors, which was brought out in 1931. You will notice the simplicity of the machine. It utilized only a 100 watt lamp. It had many deficiencies, but it did prove that sound could be simultaneously applied to the motion picture. This was an RCA product at the same time. At about the same time the Ampro Corporation developed a similar type of mechanism to their projector and also Bell and Howell. It is interesting to note from that time to this many developments have come about. Here is a page from *Business Screen* magazine in 1944. In the upper left-hand is a very short program of the NAVA convention of that year. On the other side of the page is an article entitled, "The Classroom Projector of the Future" in which the author explained what he would like to see in projectors, such as simplicity of operation, prevention of film damage, portability, standardization. I am pleased to say that today here are some of the results of that meeting in experimentation and engineering. These are light-weight projectors made by RCA, Eastman, and Ampro.

Further developments came along and we were able to apply a stripe of iron oxide to the edge of the film. In consequence you can speak into a microphone while you are viewing a picture and record sound on the film. Companies such as Bell and Howell, RCA, and Victor Animatograph have provided machines of that type.

Then followed the development of the last two larger machines permitting the use of more light, wider screens, larger auditoriums. The arc lamp has become quite popular for that requirement.

Standards Established in the Industry

Now, an interesting thing has developed. The industry always strongly competitive, agreed to some standards. Those standards were established by the Society of Motion Picture and Television Engineers. SMPTE, through various

committees, were instrumental in bringing manufacturers together. They agreed to do certain things in certain ways so that there would be standardization. This enables you to play a film of one projector equally well on another. Standardization was good for the industry and a necessary requirement.

In 1941 the SMPTE published a booklet, "The recommended procedure and equipment specifications for educational 16 mm. projection." It has some excellent suggestions for the selection of equipment, in case you are not very familiar with all the requirements. All the manufacturers, today, meet those requirements. Significant to this industry record are the remarks as made in the SMPTE Journal (Vol. 37, No. 1) of July '41 from which we quote: "Standards of quality in educational projection ought, if anything, to be higher than those in the theatrical field." At best, it is not easy to manufacture good 16 mm. sound motion picture equipment, nor can this be done at too low a cost since the accuracy required in vital parts of the mechanism is of the order of $2\frac{1}{2}$ times as required for comparable results with 35 mm. equipment. So you see the little machines you use in your schools require a considerable amount of engineering and precision before we can give you good performance.

Developments in the

EDUCATIONAL MOTION PICTURE

By Mr. Ervin Nelson, Coronet Instructional Films,
Chicago, Illinois

IN RECENT YEARS there have been many new developments in the educational motion picture field. One of the most significant achievements and responsible in a large degree for many of the other advancements in the field is the development of new concepts in educational film production itself and the adaptation of these concepts to the teaching requirements of our schools. As a result, there has evolved a complete unification of the production cycle from the inception of an idea for a film to the thousands of intricate steps to the approval of final test print and shipment to the user.

Personnel Trained in Educational Film Production

This film production unification has resulted in the gradual development of highly trained personnel, specialized not in film making alone but in educational film making, guided by educators. It includes experienced educators who help direct each new film along its intricate production route, who are responsible for the film's development, teaching techniques, subject treatment and to a certain extent the pictorial and sound treatment.

In our case we have determined that the educator collaborator should advise at each key stage in production, checking every scene and often working right on the set to insure academic correctness. We feel that this decision to rely on the advice and judgment of the educational specialist has resulted in pedagogically superior motion pictures.

On-Going Research Program

Through such a unification of the production cycle, it has been possible to conduct an on-going research program, to improve production techniques and to produce an abundance of film teaching materials for various grade levels and covering most subject areas. A fascinating combination of ideas, research, creativity and technical perfection follows one of our films through its production cycle. From film

As I see it, some of the most dynamic accomplishments in the past few years of film production have been experimentation and the development of research methods, film content, and production techniques designed to give the teacher what she needs most in educational films. Research has revealed new and better ways in which visual material can strengthen teaching in the classroom. The second development is the intensive production of a variety of educational films covering all subjects at all grade levels. There was a time that I had seen about 95% of all teaching films. Now there are anywhere from 2300 to 2500 teaching films released a year. Such films include the natural, physical, and social sciences, primary reading, and expression, language development, business and economics, health and safety, literature appreciation, music education, guidance and the basic study skills—all welcome aids to the teacher who had never before had such film material.

Another significant trend in the educational motion picture field too is the increased use of color. This has been reflected in both rental and sales of producers. From kindergarten through college, teachers report that films in color provided closer approach to reality. Through the use of color there is a greater interest in the subject. There is no doubt that color clarifies and adds another important dimension to the teaching film. It seems natural and logical that this should take place with the advent of amateur color photography in almost every home and the increased number of theatrical productions in color. Then,

Only in recent years has good synchronized sound been introduced into teaching films, thereby bringing greater innovation into the classroom. A simple innovation as the use of title music at the beginning of each film to establish the mood and pace and to permit the projection operator to set the proper sound and listening level before the presentation of the film itself.

In many of the new educational films, you will discover the use of juvenile actors in realistic story situations in which the students can easily identify themselves and thus become an integral part of the learning process on the screen. Combined with this, many of the newer educational films use dramatic treatment in a story line or plot which adds emotional impact when this is a part of the educational aim. It is not long since it was assumed that film should show only the strange and unfamiliar; now educational films often include many situations as springboards familiar to children which are of great value in helping them to learn more.

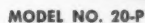
Our company is proud of its part in the development of discussional or open end type of film which gives no pat answers or solutions but which lays the foundation for further learning by the pupil.

Let us look at some of these innovations that I have described as they actually appear in a portion of a film. This does not happen often, but I have selected a sequence of 3½ to 4 minutes in which ten of the points I have

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mentioned appear. The film is entitled *Right or Wrong—Making Moral Decisions*. You will note: color itself for reality, title music, credit line to the collaborator who guided the production as I explained, dramatic treatment with emotional impact, story line or plot, the use of juvenile actors, lip synchronization to realistic situations in every day life, latest production techniques such as split screen and stream of consciousness, open end or discussional treatment. (The film was shown.)

Developments in PROJECTION SCREENS

By Mr. Herchel Feldman, Radiant Manufacturing Corp., Chicago, Illinois

A GOOD DEAL OF THE REASON you have been enjoying, absorbing, learning from what you have been seeing is that you have been viewing pictures on a projection screen. An audio-visual aid is, of course, half visual. The visual part is projected by various types of equipment, whether slide, filmstrip, motion picture or opaque projectors. We, in the projection screen business, feel that our purpose and obligation is to insure effective utilization of audio-visual equipment by providing the most efficient types of reflecting screens. It is also our responsibility to see that the fabrics placed in screen equipment will make it simple and easy to use, and also that it is designed to stand up under the kind of projection conditions you experience.

Screen History Parallels Projector History

The history of projection screens closely parallels that of projectors themselves. You can all probably recall hearing about the old silver screen. Actually, the development of projection screens has come pretty much a full circle during the past thirty years. We are back again to the silver screen which has always been an excellent reflector having a metallic base. This surface was dropped some years back in order to take advantage of the development of glassene with which most of you are familiar.

Extra Brilliance

The old silver screen, used in the old movie houses, was followed by a flat white screen, and the flat white screens by the glassene screens. This latter was a very important step in the progress made in 16 mm. audio-visual method because the extra brilliance that you can get with these screens helped to improve the efficiency of the projection equipment. In fact, this has been for the past 20 years the standard—the standard of good efficiency in a projection screen surface. Flat white or map white fabrics are still in use. While they do not provide brilliance, they do have the advantage of an even distribution of light, a diffusion of light, for example, which makes it possible for people seated at the far side of the room to see the same type of picture in terms of brilliance as a person seated in the center of the room along the projection axis. Whether or not a beaded screen or a map-white screen is going to serve your particular purposes depends generally upon the seating arrangement and whether you are interested in the maximum brilliance or the softer, more even distribution of light and perhaps a little more sharpness since the map-white picture does not have the granular appearance of the beaded screen.

Advantages of Silver Surface

These two surfaces work very well but there is always room for something better. What is better is silver, actually; but it has certain basic inherent problems. Silver has these advantages: it gives better color. If color is important to a

filmstrip or slide presentation, then an aluminized surface may be a good surface to use. It also has sharpness, because it is generally flat. It has no granulation surface. It also has brilliance. It has the same kind of brilliance that a glass-beaded fabric offers and also, within the same general angles, good viewing. However, an aluminized surface must be stretched completely flat in order to be used efficiently.

The screen which you see in front of you, the large beaded screen is hanging free as we call it and has waves and wrinkles in the surface which you do not notice. They make no difference insofar as projection is concerned. The projected pictures look fine. If you were to see the same pictures projected on a silver surface, with the same kind of waves in the fabric, the latter would show up as shades and light spots. This means that to use silver fabrics efficiently, they must be stretched tight. This can be accom-

SUGGESTED REQUIREMENTS

In Purchasing

AUDIO-VISUAL EQUIPMENT

(As a safeguard for the user or prospective buyer of audio-visual equipment, the National Audio-Visual Association (NAVA) has drawn up a set of "Suggested Requirements in Purchasing Audio-Visual Equipment." These were developed by NAVA in consultation with leading audio-visual users; they have the endorsement of the department of audio-visual instruction of the National Education Association. It will be recalled that during the 2nd CAVE convention a panel stressed the importance, to the prospective user of audio-visual materials, of doing business with legitimate audio-visual dealers, the ones who make the demonstrations and the ones who can provide the necessary service after the equipment is purchased. NAVA's "Suggested Requirements" are given below.)

1. The vender must deliver the equipment unpacked, set up and ready to operate, and must check to make sure that all accessories, spare reels, line cords, etc. are present and operable.
2. He must check the equipment at the time of delivery to determine that it operates properly in the location where it is to be used.
3. The vendor must be prepared to furnish authorized factory repair service for the equipment, within the state of (or city of.....).
4. He must maintain in stock such consumable items (lamps, tubes, belts, etc.) as are necessary to provide for the normal operation of the equipment.
5. The vendor must maintain or have immediately available in the state of (or city of), a reasonable stock of spare mechanical parts for the equipment.
6. The vendor must be prepared to furnish rental (or loan) equipment, upon reasonable notice, for use while this equipment is undergoing repairs.

Note: The above requirements are general and should, of course, be changed as necessary by the dealer to fit his situation.

plished in portable tripod screens up to a certain size. Beyond that it becomes impractical. To get large silver screens, you must stretch them into frames. Actually for most purposes in the class room, for example, portable tripod screens are quite satisfactory in the 50" x 50" size; this is the maximum size in which a silver surface can be obtained at the present time in a portable tripod screen.

Projecting in Lighted Classroom

While silver is a good reflector, it still does not answer one of the most important problems facing any one concerned with effective utilization of equipment and that is, what to do about the situation where you must project in a room where light cannot be effectively controlled or for some reason you do not want to black out the room? Lighted room projection is one bar, or let us say the lack of a 100% solution to it is probably a bar, to wider use of projection equipment. There is an answer to it, at least in one unit which works and is doing a good job in many classroom situations.

Under normal lighted room conditions this particular surface using aluminum foil as a basic reflector has been designed to withstand or resist ambient light and hold a picture on the screen so that, using filmstrip or slide projectors and also moving picture equipment, you can project in any normally lighted classroom. Here again there is a limitation on size. The size in this case is 40" width and 40" height.

These are the major trends in developments and they indicate the directions in which research is being conducted in the production screen field intended to meet your purposes—more efficient reflecting surfaces, surfaces which can be used to take advantage of the increasing applications of color films and slides, surfaces which can be used in semi-lighted rooms or under normal room lighting conditions.

Purpose Determines Selection

The types of screens into which these surfaces are placed vary with the use you wish to put them to. They may be hung from the wall; or, they are portable, standing on a tripod. In large auditoriums they may be laced permanently into a frame. The size of the screen is also an important factor. You want a screen that will give as large a picture as is consistent with the size of your room and the number of persons in your audience. These factors can be governed by a formula—formulae have been established which take into account the projection equipment you are using, distance for projecting, the focal lens of the equipment. With these factors known, your audio-visual representative can easily and correctly recommend the proper size of screen. He can also recommend the proper type of screen. It is wise to be governed by his recommendations in such instances.

I would like to show you an example of each of the newer types of screens which I have referred to. (Mr. Feldman proceeded to show two screens. His audience was able to appreciate the ease with which they were opened up and given tension to effect a smooth flat projection surface.)

Developments in TAPE RECORDING

By Mr. Howard Marx, vice president, Ampco Corporation, Chicago, Illinois

BASED on the known and recorded growth of the magnetic tape recording industry during the past two years, I think it is safe to state at the outset that not since Sam-

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uel Morse tapped out "What Hath God Wrought" has an electrical device so piqued man's curiosity and prodded his imagination as has the tape recorder.

While the industry itself—expressed in terms of production of units as reported by the Armour Research Foundation—has had the fabulous growth of a 1000% or tenfold increase in the five years from 1949 through 1953, the expansion of utilization concepts has been even greater. Hardly a week passes without some unique application being reported in publications in the fields of education, music, religion, science, military tactics and logistics and many others. Man is a possessive creature and has, therefore, sought to capture and retain isolated segments of sound just as he has captured visual events, first with rock

carvings, then oil paintings and finally photographic reproductions.

Early Use of Magnetic Recording Not in Education

Oddly enough, while it is apparent *now* that tape recording is destined to play a great and vital role in the field of education, the early applications of magnetic recording were in fields somewhat removed from education.

My own first personal contact was in connection with the recording of underwater sounds for the purpose of briefing pilots in our anti-submarine warfare campaign in the Atlantic in 1943. Then a progression of recorded wire tapings, interviews, taking inventories by tape and preparing radio broadcasts in advance of actual broadcast hour followed.

However, for approximately three years, there has been great recognition of the recorder's place in academic and vocational teaching. Since my assignment topic is "Developments in Tape Recording," and since education is your chosen field, I shall confine my comments to that broad realm of endeavor.

Three Broad Applications

The basic idea of recording and playing back a sound (either instantly or with a time lag) has had three broad interpretations in the field of tape recording in education.

(1) The employment of comparison and self analysis whereby student and teacher hear the student's efforts, and learning is accomplished by prompt correction and repetition. In this category we find the obvious application in speech correction, public speaking, dramatics, foreign language and instrumental music instruction.

(2) The use of pre-recorded tapes and the growth of libraries of pre-recorded material. This particular phase has had great impetus in the past year. In the interest of giving credit where credit is due, the comprehensive program launched by the Gregg Shorthand people certainly warrants special mention as a milestone in this particular type of instructional medium. The essence of shorthand instruction is controlled speed dictation. The ease of editing recorded material permitted the preparation of precise and accurate master recordings. The retention of fidelity which is so superior in the case of tape recording gives insurance that all pupils will hear the material in a like manner. Think of the advantages to the teacher of shorthand as compared to previous methods.

- (a) Opportunity to observe classes in action.
- (b) Accurate speed control ranging from 60 to 120 words.
- (c) Uniformity of dictation speed and test material.
- (d) Freedom from wearisome hours of dictation.
- (e) Students can do make-up work after absences.

Other fields in which the use of pre-recorded tapes is growing are those concerned with a study of the constant growth and evolution of our speech and the English language, and the field of music appreciation.

School's Own Pre-recorded Tapes

The third broad interpretation of the basic idea of tape recording is the use of the recorder itself as a creative device of pre-recorded material within the confines of the particular individual school. It is here that imagination can rise to any occasion and bring the recorder into play. No longer does the student compelled to miss school for extended periods as a result of sickness, miss the benefit of class discussions. He can keep up with recordings of classroom sessions, study assignments and oral examinations.

One example of this comes to mind in connection with

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the 28 men sent to the Arctic Circle to observe weather conditions as part of governmental training. To complete their qualifications they had to take a series of fourteen hours of first aid study. However, it was not practical to send a qualified physician to teach this first aid course; therefore 14 pre-recorded tapes were prepared, flown to the men and dropped. On the basis of "learning by listening" all of the men were able to complete the oral examinations and return the tapes to St. Jean's Hospital in Quebec where a qualified doctor judged their answers.

Technical Improvements in Recorder Design

The improvements in the technical design of recorders have, for the most part, been in the direction of assistance to the imaginative user. They have given impetus to, and placed a valuable premium on ingenuity. Some of these design feature improvements are:

1. The program selection locator.
2. Dual input mixer.
3. Record lock to prevent accidental erasure.
4. Use of lower half of dual track for high frequency signal for actuating slide or filmstrip projectors.
5. Improvements in circuit design and tape transport mechanism to take full advantage of magnetic tape fidelity and consequent obsolescence of disc mediums, when extreme high fidelity is required.
6. Use of electronic controls and brakes to prevent tape spillage.
7. Progress in the perfection of thinner (one mil thickness) tape for longer uninterrupted recordings; now up to 1800 ft. on one 7" reel, allowing for three hours recording at the $3\frac{3}{4}$ ips speed.

8. The use of the electronic eye for accurate recording level.
9. Remote control.
10. Two speed facilities.

Advantages of Medium

Any discussion of the developments in tape recording should make mention of one of the basic advantages of this medium—the ability to erase and use again the tape itself. Let me give you an example of how this works. Recently, at the N.C.E.A. meeting, we recorded the keynote address given by Bishop Sheen. We made duplicates of his address available to any person who would send a tape to us. Of 332 tapes sent in, 275 were tapes that had previously been used.

Where budgetary considerations are paramount, the economy of the tape medium is of great importance.

In closing, I predict that of the three broad interpretations of the basic idea of tape recording, the use of the recorder itself as a creative device within the confines of the school, church or other institution, will have the greatest expansion. The intangible benefits of individual participation and the reward of hearing the material reproduced in a professional manner will lend impetus to this technique.

Perhaps I am biased in favor of the medium, although I have allegiance to 16mm projectors and slide projectors (my company manufactures these as well as recorders) yet, I feel that of all audio-visual devices the tape recorder is the only one with a personality; it is destined to display for you many shades and variations of this personality; but you must and can provide the stimuli to make it respond to your wishes.

Audio-Visual News

How to Teach Rhythm Bands in Primary Grades

Now There Shall Be Music is a new color film demonstrating how to teach rhythm bands and string instruments in the primary grades. It has been made available for showing to classroom teachers by Geo. A. Pflaum, Publisher, Inc., Dayton, Ohio, publisher of the *Messengers and Treasure Chest*.

The new 16mm sound color film came into being through a filming of a demonstration lesson on rhythm bands which formed part of the convention of the National Catholic Music Educators' Association. George Rushford, a Chicago music educator, conducted the demonstration which was very well received.

The film shows how teachers, even those inexperienced in music, can teach the subject on the primary level without difficulty by making use of easily available material. It demonstrates what can be done by using the music materials that have appeared in the separate weekly editions of *Our Little Messenger* and the teachers' study guides.

The film's introduction highlights the place of music teaching on the primary

grades. Says Very Rev. Msgr. Thomas J. Quigley, Association president: "Music is vital to the attainment of the full Christian and Christ-like life because it develops knowledge of and love for two God-like attributes—beauty and creativeness."

Interested teacher groups may request booking of *Now There Shall Be Music* by writing the Information Director, Geo. A. Pflaum, Publisher, Inc., 38 W. Fifth St., Dayton 2, Ohio. **A-V 1**

Teaching with a Filmstrip A How-to Booklet

Teaching with a Filmstrip is the title of both a filmstrip that serves as a discussion strip with teaching groups, and also a handy informative booklet, both written by Miss Margaret Divizia, supervisor, Curriculum Division, Audio-Visual Section, Los Angeles City Schools.

The booklet reproduces 54 actual filmstrip frames with additional pertinent commentary directly opposite each illustration.

Teachers just beginning to use filmstrips will find the booklet invaluable as a guide to the main ingredients and steps of a good filmstrip lesson.

The booklet may be had on a no-charge basis from S.V.E. dealers or directly from S.V.E., 1345 Diversey Parkway, Chicago 14, Ill. **A-V 2**

McGraw-Hill to Distribute Popular Science Filmstrips

The Text-Film Department of McGraw-Hill acquired, in mid-October, all the sales and distribution rights to the audio-visual division of Popular Science Publishing Company, exclusive of Filmstrip-of-the-Month Clubs which the latter will continue to operate.

This will add to McGraw-Hill's extensive film offerings some 460 filmstrips and 85 Teach-O-Disc records. **A-V 3**

Historic U. S. Trail Map

A new four-color Trail Map, featuring historic U. S. trails is ideal for classroom display. On its reverse side is information on the American Adventure Series, graded corrective reading based on high interest level books for low ability readers, published by Wheeler Publishing Co., 2831 S. Parkway, Chicago 16, Ill. The map is free. **A-V 4**

Teaching with Magnetic Tape

By Charles Westcott

GOOD NEWS for teachers! A revolutionary new magnetic tape has just been released which offers 50% more tape wound on standard-size reels, thus enabling teachers to make uninterrupted recordings of longer broadcast plays, concerts and news events. One reel of this new extra-play tape actually gives teachers the same recording time now found on 1½ reels of conventional tape.



THIS MEANS your students this fall will be able to hear recorded broadcasts of entire concerts by great symphony orchestras... complete dramatic productions... full reports of historical events—without the annoying interruptions caused by stops for reel change.

The New Tape is called "Scotch" Brand Extra-play Magnetic Tape 190A. Its development is the result of intensive laboratory research with new, more potent oxide coatings. Made with a 50% thinner magnetic coating and a 30% thinner backing material, new 190A tape not only offers more recording time on the same size reel, but gives improved high fidelity response... with sufficient critical strength to meet the severe demands of most school recording machines.

GREATEST ADVANTAGE of Extra-play tape to teachers is its increased recording time. With 50% more tape wound on each reel, the new magnetic tape eliminates the problem of reel changeover—always present in making recordings with most ordinary tapes.

Your Students Hear broadcasts, school plays, concerts, lectures just as they were originally presented—without pauses, breaks or interruptions to distract them or destroy continuity. So, naturally the teacher's job is made easier, and the value of the recording as an instructional device increased.



I'LL BE HAPPY to hear your opinion of new, thinner "Scotch" Brand Extra-play Magnetic Tape 190A. Try it in your recording jobs and send me your comments or suggestions. Just drop a line to me—c/o Educational Division, Minnesota Mining and Manufacturing Company, 900 Fauquier Ave., St. Paul 6, Minnesota.

The term "SCOTCH" and the plaid design are registered trademarks for Magnetic Tape made in U.S.A. by MINNESOTA MINING AND MFG. CO., St. Paul 6, Minn. General Export: 122 E. 42nd St., New York 17, N. Y.

News of School Supplies and Equipment

Amplifier-Loudspeaker Unit

The Ampex Model 620 is a light-weight (25 lb.) portable amplifier-loudspeaker unit which the maker describes as a "packaged high fidelity music system."

Given a sound source—tape recorder, such as the Ampex Model 600; a record player; a radio tuner; or a microphone—this unit is all of that. For it incorporates a specially-designed loudspeaker with a complimentary 10-watt audio amplifier in an acoustically correct enclosure.

To visitors to the 3rd annual CAVE convention at Chicago, August 3-5, 1954, this unit will not be entirely new. They heard it in conjunction with the portable Ampex Model 600 tape recorder and found that it is capable of rendering quality reproduction of music. They also noticed that it has power enough for use as a public address system in a school auditorium, which is one of many applications it will have in a school. Once in the possession of a school, you may expect the music department to requisition it often.



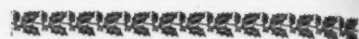
The maker is a pioneer manufacturer of tape recording equipment, Ampex Corporation, Redwood City, California.

SS and Ei

Projector for Filmstrips and Slides

The new Kodaslide projector, the Signet 500, permits showing both single-frame filmstrips and 2 x 2 slides. Conversion from one use to the other is quick and easy. It is a simple matter to loosen a screw to interchange the filmstrip adapter and slide-feeding mechanism.

The filmstrip adapter is easy to thread and protects the filmstrip from scratching, since the image portion of the strip is untouched as it moves through the projector. The maker calls attention to a unique Geneva mechanism that rapidly and accurately advances the filmstrip. Reversal of the filmstrips permits review-



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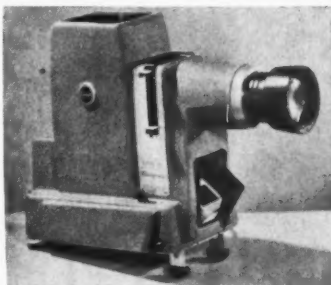
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ing previous frames. There is a special rewind also.



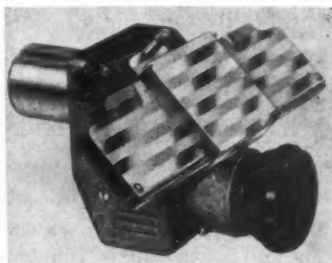
An impeller-type blower protects the film and provides cool operation. A three-way switch insures operation of the lamp only when the blower is on. Also, the blower can be used to speed up cooling of lamp after projection.

The projector is supplied with either an f/3.5 or an f/2.8 Kodak Ektanon lens. It will accept, with proper adapter, the Airequist slide changer. A carrying case is available as an accessory.

SS and E2

Opaque Projection With the Viewpaque Adapter

Viewlex, Inc., makers of well-known slide and filmstrip projectors have engineered a new exclusive attachment which transforms any of their slide or slide and filmstrip projectors into a low-cost opaque projector, in a jiffy. The new Viewpaque attachment projects opaque objects of any size with life-bright clarity and brilliance, in full screen size.



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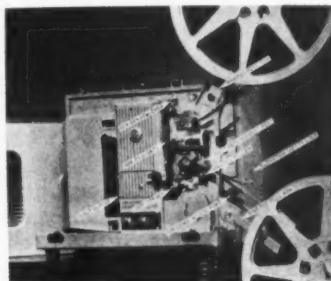
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The Eastman Kodak Company models replace two previous models.

The new Model 7K2 is now the standard Pageant sound-silent projector. It is designed for small auditoria as well as classrooms. It projects 16mm silent and sound films.



The new Model AV-072 features a "plus-40" shutter and replaces the AV-071, in the Pageant line. It is designed for sound use only. It serves particularly where this projector's extra brilliant illumination solves the problem of showing films in rooms difficult to darken. It will serve excellently in schools.

These models are 7-watt machines with 8-inch speakers built into a single case. The features they share with other Pageant projectors are nylon gears for quiet operation, non-skip pulldown mechanisms, and low-speed gear operation

SS and E4

New Workbooks for Kindergarten and Primary Grades

Illustrated workbooks for kindergarten and primary grades now come in convenient fold-pak envelopes. Made for both spirit process and hectograph machines, they are available from Duplicopy Company, Chicago 10, Ill.



Prepared by educators and designed to make children think and identify objects, these twenty-one books for hectograph include coloring units, pictures and stories on subjects like safety, farm life, Indians, and holidays. The spirit process group of 13 books contain 40 master units covering English, arithmetic, science, and reading. The workbooks may be had singly, if desired.

SS and E5

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Contributors to This Issue

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of conscience. "My Marian Diary", she says, "led to a desire to glamorize the drab, perfunctory details of everyday life through mysterious beginnings and unexpected endings."

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Sister Mary Bride Gormley, O.S.B.

Sister Mary Bride teaches grade seven at St. Frances of Rome parochial school, Azusa, California. She has been teaching for twelve years, having graduated from Mount Saint Scholastica College, Atchison, Kansas with a B.S. in Education.

Book Reviews

(Continued from page 262)

on his part. In fact, his first chapter is entitled, "To the Student."

It is perfectly true, as teachers of logic will testify, that the semester ends before there is an opportunity on the positive side to help a student construct an argument of his own. The present text is almost unique in this respect that it provides substantial material for just this constructive argumentation. One wonders whether the author ever reaches this part of the book in his own classes before the exams are upon him.

The tremendous amount of time given over to a mistaken notion that the age-old language must be hammered into sometimes frightened heads, is mercifully saved by Kreyche's sensible approach. This amount of time may now be given to the important matter of positively expressing accurate reasoning.

Finally, *Logic for Undergraduates* recognizes the important role of the definition. Students, privileged to use this textbook, will more meaningfully approach the great issues of the day and discover, as too few have, that national controversies are being extended endlessly because it occurs to neither side clearly to define terms at the outset.

Logic for Undergraduates is impressive because it was not written to impress; it was meant only to be of help. It will be a long time before another text in minor logic surpasses this work.

JAMES J. MADIGAN, Ph.D.

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